DOCUMENT RESUME

ED 457 927 JC 010 684

TITLE	Accountability and Productivity in the Illinois Community College System, Fiscal Year 2001.
INSTITUTION	Illinois Community Coll. Board, Springfield.
PUB DATE	2001-10-00
NOTE	66p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Accountability; *Community Colleges; *Educational Assessment; Enrollment; Institutional Characteristics; *Program Evaluation; Two Year Colleges
IDENTIFIERS	*Illinois Community College System

ABSTRACT

This report summarizes accountability activities and initiatives submitted by Illinois' 48 community colleges in their accountability/program review reports for fiscal year 2001. Through program review, the colleges examine targeted program areas and services to assess their ability to meet their intended purpose in a cost-effective, high-quality manner. Each year, colleges also address selected focus areas of particular relevance to state-level issues and concerns. Highlights include: (1) college reports provided evidence that the colleges' overall program review processes support the development and continuous improvement of programs and services offered to the citizens of Illinois; (2) colleges reported that their program reviews include, and often exceed, the basic indicators and requirements; (3) the Performance-Based Incentive System was funded at $2 million for fiscal year 2001; (4) during fiscal year 2001, colleges reviewed a total of 162 academic disciplines, 70 adult and developmental and English-as-a-Second-Language programs, and 680 occupational programs; (5) the reviews of academic disciplines indicated adequate need and cost-effectiveness; (6) the most commonly identified strengths for occupational programs were knowledgeable and experienced faculty, quality internship opportunities, and positive relationships with employers and the community; and (7) the low number of completers in occupational programs remains a concern for most colleges. (KP)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 457 927

REPORT

Accountability and Productivity

in the Illinois Community College System

Fiscal Year 2001

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

V K McMillan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Illinois Community College Board
401 East Capitol Avenue
Springfield, Illinois 62701-1711
Voice: (217) 785-0123
Fax: (217) 524-4981
http://www.iccb.state.il.us

October 2001

IC010684

BEST COPY AVAILABLE

ACCOUNTABILITY AND PRODUCTIVITY IN THE ILLINOIS COMMUNITY COLLEGE SYSTEM FISCAL YEAR 2001

TABLE OF CONTENTS

Page

Introduction 1

Accountability Special Focus Issues for Fiscal Year 2001 2
Revised ICCB Recognition Process - Quality Indicators for Program Review 2
Performance-Based Incentives - District-Based Goal 5

Analyses of the Results of Fiscal Year 2001 College Program Reviews 6
Academic Program Review 6
Adult Education and Family Literacy, English-as-a-Second Language, and Developmental Program Review 9
Occupational Program Review 12
A. Responses to Analysis of Information from the 2000 Follow-Up Study of Fiscal Year 1999 12
B. Summaries of the Occupational Program Reviews Conducted During Fiscal Year 2001 16
Agricultural Mechanization 16
Industrial Technology 17
Plastics Technology 18
Metallurgical Technology 19
Mining Technology 19
Public Administration 20
Social Work 21
Industrial Equipment Maintenance & Repair 22
Automotive Body Repair 23
Automotive Mechanics 24
Diesel Engine Repair 26
Small Engine Repair 27
Water Transportation/Marine Science 27
Railroad Technology 27
Aviation Maintenance/Avionics Technology 28
Aircraft Piloting 28
Aviation Management 29

TABLE OF CONTENTS
(Continued)

Page

Truck Driving 30
Speech-Language Pathology Assistant 31
Sign Language Interpreting 32
Medical Assistant 33
Veterinary Technology 33
Occupational Therapy Assistant 34
Physical Therapy Assistant 35
Physician Assistant 36
Alcohol/Drug Abuse Counseling 37
Psychiatric/Mental Health Services Technician 38
Developmental Disability Aide 38
Pharmacy Technician 39
Biological Technology 40
Chemical Technology 40
Nuclear Power Technology 41
Masons and Tilesetters 41
Carpenters 41
Enterprise Management and Operations 42
Hospitality Management 43
Hotel/Motel and Restaurant Management 43
Human Resource Management 44
International Business 45
Business Marketing/Marketing Management 45
Real Estate 46
Teacher Assistant/Aide 47
Child Care and Guidance Workers and Managers 49

Summary of Analyses of Occupational Program Reviews and Recommendations 51

Summary and Conclusions 52

Appendix A - Community College Program Review Summary Tables

Table A-1: List of Programs Reviewed by Community Colleges During Fiscal Year 2001 57
Table A-2: Summary of Fiscal Year 2001 Reviews of Occupational Programs by College 59
Table A-3: Occupational Programs Eliminated Through Program Review in Fiscal Year 2001 61

Illinois Community College Board

ACCOUNTABILITY AND PRODUCTIVITY IN ILLINOIS COMMUNITY COLLEGES FISCAL YEAR 2001

Introduction

This report highlights and summarizes accountability activities and initiatives submitted by Illinois' 48 community colleges in their Accountability/Program Review Reports for Fiscal Year 2001. The reports submitted by the colleges provide evidence of the ongoing review processes that are in place to ensure that high levels of quality and productivity are achieved for programs and services that best support each college's mission. Through program review, the colleges examine targeted program areas and services to assess their ability to meet their intended purpose in a cost-effective, high-quality manner. Each year, colleges also address selected focus areas of particular relevance to state-level issues and concerns.

The two primary sections of this report include **Accountability Special Focus Areas and Analyses of the Results of Fiscal Year 2001 College Program Reviews.** Topics considered in the Accountability Special Focus section this year include the Revised ICCB Recognition Process – Quality Indicators for Program Review and Performance-Based Incentives – District-Based Goal. Programs in five academic disciplines; 43 occupational program areas; and in Adult Education and Family Literacy, English-as-a-Second Language, and Developmental Education are examined in the *Results of Fiscal Year 2001 College Program Reviews*.

The report of *Accountability and Productivity in Illinois Community Colleges Fiscal Year 2001* provides evidence that Illinois' comprehensive community colleges play a vital role in the state's educational and workforce preparation. They provide access and opportunity to nearly one million diverse students annually, including those seeking assistance deciding on a new career or upgrading skills for their current occupation, persons interested in transferring to another college or university, and students who need to sharpen their basic skills. In addition, they are a valuable resource to businesses and industries and a partner in economic development in the districts they serve. The report also illustrates that the colleges are committed to continuous improvement of their programs and services and that they have in place strategic planning processes to address future needs. When the colleges were writing their Accountability/Program Review Reports this spring and summer, no one foresaw the recent disasters that struck our country in September and contributed to a downturn in the economy of the nation and the State of Illinois. Nevertheless, the content of the reports affirm that the community colleges are positioned to play a major role in revitalizing the state's economy.

Accountability Special Focus Issues for Fiscal Year 2001

Each year, in addition to the regular Program Review/Accountability analyses focusing on instructional programs, colleges are asked to address selected specific issues that have been identified during the state's review of the previous reports or as a result of state-level analyses and priorities. During fiscal year 2001, focus areas included **Revised ICCB Recognition Process – Qaulity Indicators for Program Review and Performance-Based Incentives – District-Based Goal.** A discussion of each of these focus areas follows.

Revised ICCB Recognition Process – Quality Indicators for Program Review

Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility, and equipment standards as established by the Illinois Community College Board (Section 805/2-12f and 805/2-15). Based on a five-year cycle, ICCB staff conduct recognition evaluations to assure that colleges are in compliance with these standards. Following a thorough evaluation of the recognition process by ICCB staff, a revised process is being utilized for the five-year cycle that began in fiscal year 2001. The revised process takes advantage of the substantial amounts of information that the colleges provide to the Board on a routine basis and puts less emphasis on information that was typically gathered through on-site visits to the college campuses. Financial audit visits to the campuses continue, and the results are taken into account as a part of the recognition evaluation. The remaining components of the recognition evaluations have been broadened to include quality indicators, in addition to standards that are strictly compliance oriented. Campus visits occur only if issues arise during the ICCB staff's office evaluation that cannot be resolved through off-site contact with the college.

Indicators related to the accountability/program review process are a major part of the quality component that has been introduced into the recognition process. Indicators of quality include general aspects of the colleges' accountability/program review process and specific aspects related to program need, quality, and cost-effectiveness. Accountability/Program Review Reports for the past five years are major source documents that ICCB staff evaluate to determine the extent to which each college meets these quality indicators. The introduction of the revised recognition process presented an opportunity to focus attention on program review, which is a critical element of institutional accountability. Accordingly, colleges were asked to evaluate their accountability/ program review process in light of the Indicators of Quality in Recognition Standard 1: Accountability to determine what, if any, improvements are needed to ensure that all aspects of the process meet or exceed expected standards of quality. Following is a summary of their responses.

Program Review Reporting Requirements. Nearly every college reported that the examination of the institution's program review process affirmed that required elements are in place, including a systematic, collegewide process; systematic use of supporting data; a five-year review cycle that encompasses all instructional, student services, and administrative programs and matches the ICCB schedule for occupational program review; examination of overall academic, administrative, and

public service productivity as requested by ICCB and IBHE; use of criteria of need, cost, and quality; and use of designated report formats.

A few colleges identified areas of the process that will be improved. Others indicated that, while the current process meets all requirements, improvements will be made to further enhance the process. For example, Lake Land College will evaluate the entire program review procedure over the next three years as one of the components of a Title III Strengthening Institutions Grant the college received in October 2000. As a result of the examination of its program review process, Carl Sandburg College conducted program review training with division chairs and program coordinators during the summer and will regularly educate new staff on current program review procedures. Lewis & Clark Community College reported that securing the cooperation and commitment of part-time faculty/coordinators assigned to complete occupational program reviews is a perennial challenge. Since the college established a Career/Academic Integration Committee over two years ago, education of part-time faculty/coordinators of occupational programs has improved. John Wood Community College will charge the recently formed collegewide Assessment Committee, chaired by the director of institutional research, with standardizing the process and system of accountability/program review and will implement the system and process across the entire fiscal year.

Overall Program Review Process. Results of the examination of program review provided evidence that the colleges' overall program review processes support the development and continuous improvement of programs and services offered to the citizens of Illinois. Specifically, institutional research staff at most colleges provide a strong foundation of data that is consistent across programs. Data are analyzed to determine strengths and weaknesses of programs and services, including cost-effectiveness. Colleges use a collaborative process that involves review teams of faculty and staff. Colleges clearly tie the results of program review to long-range planning, including the development of institutional priorities, strategic plans, and budget decisions. Key issues and factors are analyzed to identify emerging trends. Program advisory committees play a key role in this area. Program reviews result in the development of recommendations to address identified weaknesses. Most colleges report that a mechanism is also in place to ensure that recommendations are adopted and implemented. For example, Olive-Harvey College regularly includes a summary of recommendations (and their current status) from the prior year's report. Beginning this year, each program review summary also includes information regarding the outcome(s) of recommendations from the previous review of that program, thereby establishing a continuous accountability loop.

College recommendations for improvement of the overall program review process include the following:

- Heartland Community College plans to identify other constituencies that should be represented in the assessment process.
- Harry S Truman College will enhance its technology infrastructure to collect, store, and convey information on program performance and will move the beginning of the process of data gathering and analysis for program review to the fall semester to improve coordination with other institutional information gathering and the budgeting process.

- Richard J. Daley College added the position of assistant dean for research and evaluation, enabling the college to employ a systematic approach to providing its community with properly compiled survey results.
- Kaskaskia College will employ a new institutional research staff member who will be directly responsible for providing college staff with appropriate data in order to meet the internal and external needs of the college.
- Spoon River College will amend its program review guidelines to include greater reference to assessment of student learning and will collect additional related data.

Quality Indicators – Program Need, Program Quality, and Program Cost-Effectiveness. Colleges are required to include factors of need, quality and cost-effectiveness when reviewing programs. Indicators that colleges are utilizing appropriate means to determine the adequacy of programs in each of these areas include:

> **Program Need:** effective use of labor market information; analysis of enrollments and completions, including plans to address programs with low enrollment; use of job placement data; and effective processes to generate adequate responses to follow-up surveys.
> **Program Quality:** for occupational programs, review teams look for use of occupational skill standards, work-based learning, articulation, integration of academic and technical instruction, and faculty qualifications and professional development; use of input from advisory committees; and incorporation of educational guarantees into the program review process.
> **Program Cost-Effectiveness:** use of trend data over a minimum of three years, use of a variety of indicators, and use of regional collaboration to deliver low-need/high-cost programs.

For the most part, colleges indicated that their program review processes encompass these quality indicators for determining program need, quality, and cost-effectiveness. Colleges often exceed basic indicators and requirements. For example, Wabash Valley College, Elgin Community College, Carl Sandburg College, Parkland College, and Oakton Community College all reported that they survey all occupational graduates every year, instead of just those in programs scheduled for review the following year.

Reports also identified areas of concern regarding program review. Kankakee Community College, Wilbur Wright College, Highland Community College, and Richland Community College all indicated that attention will be given to increasing response rates for follow-up surveys. Wilbur Wright College expects improved response rates as a result of employing a part-time coordinator for the surveys. Obtaining and using job placement data was an area cited for improvement by Heartland Community College, Shawnee Community College, and Spoon River College. Other recommendations/improvements addressed the use of assessment in program review. For example, Joliet Junior College mandated an assessment review process in which each program must document an evaluation plan of student outcomes identified in the fall semester. During fiscal year 2000, every career program at College of Lake County scheduled for program review was expected to develop a plan for assessment of student learning to be used by faculty to modify curriculum and determine if other forms of assessment should be utilized as well. Initial results made the college realize that faculty and administrators need more training on assessment strategies and curriculum development.

Conclusion and Recommendations

Results of the fiscal year 2001 recognition reviews for Black Hawk College, College of DuPage, Danville Area Community College, Prairie State College, Triton College, and Waubonsee Community College have been or will be presented to the Board at its October 26, 2001 meeting. It is expected that the inclusion of quality indicators in the recognition process, such as those for program review, will enhance the benefits of the recognition process for the colleges. The results of their examination of program review processes provide evidence that this will be the case.

The results of the colleges' examination of program review processes and the need for increased accountability for the wise and productive use of public dollars have led ICCB staff to conclude that there is a need to reexamine the information included in the program review summaries the colleges submit annually. Regional workshops held during September 2001 to gather input regarding ICCB's increased role in the administration of federal Perkins postsecondary funds provided strong support from college representatives for the inclusion of performance indicators related to Perkins funds in the accountability/program review process in some way. In addition, the IBHE has indicated that all programs at colleges and universities should have outcomes assessments in place by 2004. Finally, there is a need to develop a continuous accountability loop in program review that connects results from previous reviews of a program with the current review. **It is recommended that ICCB staff convene one or more work groups of college representatives during fiscal year 2002 to examine the accountability/program review information reported annually and make recommendations for enhancements to the process to provide increased accountability.**

Performance-Based Incentives – District-Based Goal

In May 1998, the Illinois Community College Board approved a Performance-Based Incentive System (PBIS) with six statewide goals and a district-based goal. PBIS was designed to focus on teaching and learning, provide additional funds "at the margin," recognize high performance and improvement, have a long-term perspective with an extended pilot phase, and consist of meaningful goals and measures.

The Statewide Measures account for 60 percent of funding and include Student Satisfaction (12 percent), Student Educational Advancement (capitation), Student Success in Employment/ Continued Pursuit of Education (capitation), Student Transfers (capitation), Population Service (8 percent), and Academically Disadvantaged Student Success (8 percent). For the PBIS District-Based Component (40 percent), the colleges can choose to focus on one of three areas: Workforce Preparation, Technology, or Responsiveness to Local Need. Eight districts and one college from the City Colleges of Chicago district chose the area of workforce preparation, 21 districts chose the area of technology, and ten college districts chose a goal in the area of responsiveness to local needs.

During the initial year, Review Panels evaluated the appropriateness of the district-based goal, objectives, proposed plan, and benchmarks, as well as the completeness of the proposal. Districts whose plans addressed an appropriate goal and were complete were funded during the initial year. For fiscal years 2000-2002, the Review Panels are using a four-quadrant scale in the review process:

no effort/improvement, some effort/improvement, good effort/improvement, and exceptional effort/improvement. Review Panel members are looking for college outcomes achieved and progress documented. Peer review panels are currently evaluating college reports for fiscal year 2001 to assess college outcomes and progress toward their goals. Detailed information on the results of the district-based goal reports will be presented to the ICCB at a later date.

Fiscal year 2002 will be the final year of the initial cycle of the PBIS District-Based Goal. During the year, ICCB staff will bring a group of college representatives together to examine the results of the initial cycle and determine refinements and/or directions for the next cycle.

Analyses of the Results of Fiscal Year 2001 College Program Reviews

In 1983, the Illinois Community College System began a broad-based accountability initiative through regular program reviews. Eighteen years later, the process continues to be a major accountability effort that has proven to be flexible enough to address changing and emerging policy issues and priorities. To ensure that programs remain viable in meeting student and employer needs, colleges conduct a review of programs at least once every five years. The review is based on three criteria: program need, program cost, and program quality. This report highlights the results of academic, occupational, Adult Education and Family Literacy, English-as-a-Second Language, and Developmental Education programs that were reviewed during fiscal year 2001. It summarizes the program strengths and the challenges that are involved in keeping instruction relevant while maintaining cost-efficiency, as well as the numerous innovations that have been implemented to enhance program quality. In fiscal year 2001, community colleges reviewed a total of 680 occupational, 162 academic, and 70 adult education and developmental programs. A breakdown of this information by college appears in Appendix Table 1.

Academic Program Review

Community colleges review academic programs at least once every five years, and each college determines when such reviews occur. Every reporting year, an array of innovations and program improvements are described. In their fiscal year 2001 reports, colleges noted numerous efforts including improvements to address remediation; retention; access to courses; and increasing applications of technology to increase student access to courses, communication with students and among colleagues, and to facilitate student learning.

Program Need. In general, the need for academic coursework is apparent, as it provides the foundation for all degrees, whether occupational or transfer. General education courses develop a breadth of knowledge essential to a greater understanding of the world in which we live–its presence in the universe, its peoples, its environment, and its complexities. For specific disciplines, colleges examine enrollment and retention data to determine what program improvements may be necessary.

Program Cost. Program review reports provided evidence that costs are generally in line with state averages. Variations arise in cases where faculty primarily are adjunct or long-tenured, the extent

to which technology is utilized to provide up-to-date instruction, class size, and so on. Efforts to increase enrollments and lower costs include dual enrollment or other forms of cooperative agreements and improving student access to courses through on-line instruction.

Program Quality in Communications. Courses in English composition and speech are the cornerstone of the transfer curricula. A student who has difficulty in these courses is likely to be at a great disadvantage in other general education courses as well. The College of Lake County has taken steps to reduce attrition in speech by offering tutors to help students with outlining, listening to student speeches, and providing feedback as a member of an audience. A web page of speech material was created so students can review lecture material. Several faculty members offer out-of-class practice sessions for students with high speech anxiety. The speech department has intensified its mentoring of part-time instructors to enhance consistency of curriculum and quality of instruction. This has occurred through standardizing the textbook used in the basic course, clarifying expectations of the course, and conducting workshops with part-time faculty. Students who successfully complete the SPE 121 course will meet competencies established by the Illinois Speech and Theater Association (ISTA) and the National Communication Association (NCA). At the College of DuPage, speech faculty integrated technology into the curriculum and added a number of dedicated speech technology rooms. Richland Community College faculty members were given released time to study the way composition is taught at area colleges and universities. As a result, new textbooks were selected, and a new set of recommendations for all instructors was developed.

Program Quality in Mathematics. Mathematics courses frequently are prerequisites to other courses in science, business and technology programs. Joliet Junior College plans to examine textbooks, course syllabi, and assignments to make courses more compatible with course content at four-year schools to which its students are likely to transfer. William Rainey Harper College uses graphing calculators in all of its mathematics courses ranging from pre-college to advanced courses. Faculty have the option of using nontraditional methods, such as a discovery-based approach, to enhance teaching and learning of developmental coursework. Morton College plans to build a test bank for every course to address course objectives and administer standardized tests to observe the overall performance of students. Students will be encouraged to use networked CD tutorials that accompany textbooks. Highland Community College moved its large math lab to a two-room location. One room uses traditional programmed text instructional mode; the other room uses computer-based instruction that is more sensitive to student learning styles. Richard J. Daley College reports that the mathematics department has instituted the nationally recognized Keystone Method of Teaching Mathematics. The project teaches concentration and study skills through frequent testing and feedback with positive retention and performance results. The creator of this approach, a professor and chair of the department, was selected to receive the Excellence in College Teaching Award from the Illinois Council of Teachers of Mathematics. In addition, the college received an award for outstanding program initiatives in the classroom from the National Council of Instructional Administration.

Program Quality in Humanities and Fine Arts. In perhaps no other program area does the college interact with the community to such a great extent. In their reports, colleges describe art shows, theatre productions, music concerts, and other events sponsored for the general public. Faculty are active as clinicians, guest artists, performers, adjudicators, guest speakers, etc. The many activities

afforded students of fine arts provide opportunities to demonstrate their skills. For example, at the College of Lake County, the new Performing Arts Building features student directed shows. Students who are interested in directing a show apply to the department and are given a small amount of money and access to set pieces. Students direct, perform, design, and run the technical elements of this show under the guidance of a full-time faculty member. After the performance, the student meets with a faculty member to discuss the results. To date, three productions have occurred, all with original scripts. Lincoln Land Community College reports that enrollments in Music Appreciation have been very strong. The college offers students discounted tickets to make attendance at live musical/theatrical performances more affordable. Each year, the fine arts department at Joliet Junior College hosts a Fine Arts Career Day and invites all interested high school students to attend. The day's activities include guest speakers, workshops, and panel discussions dealing with numerous career opportunities in the fine arts. South Suburban College reports that quality-driven changes come from three sources: outcomes assessment, continual scrutiny and revision of the program by departmental faculty, and the National Association of Schools of Music (NASM) accreditation review process. The department uses entrance exams and achievement in a beginning music course to establish benchmarks for assessing outcomes, juried performances to track student progress, and capstone courses to document exit competencies. Furthermore, faculty teaching private applied classes have standardized their syllabi, and faculty are given released time to work in school districts to boost recruitment efforts.

Program Quality in Social and Behavioral Science. Courses in social and behavioral science are often required in business, education, social services, criminal justice, and health care curricula. In their reports, numerous colleges identified assessment activities, enhancements to instruction, and plans to increase retention. At Elgin Community College, Sociology and Psychology faculty are continuing to integrate research components into courses. Psychology lab updates will enable further development of web-based research components and use of research programs such as SPSS-Student Version for instruction in empirical research understanding and design. Students at Spoon River College participated in two national professional psychology conferences in the Chicago area. Education-to-Careers funds were used to support this unique professional field experience. Student reports indicated that this opportunity greatly enhanced their perspective of the discipline and related careers. A bridge program between Harry S Truman College and DePaul University involves dual enrollment classes in social science that are team taught by professors from each school, meeting for half the semester on each campus.

Program Quality in Physical and Life Sciences. Chemistry, physics, and biology courses are required for many majors, including pharmacy, dentistry, medicine, engineering, biology, and various allied health programs such as nursing, medical lab technology, and dental hygienist. Heartland Community College plans to add a new conceptual physics course to expand the college's general education physical science offerings. The course is intended to serve nonscience or technology students and increase the number of students taking physics courses. Malcolm X College attributes a major increase in physical science enrollments to the impact of the Illinois Articulation Initiative. In physics, the college is planning to develop a service-learning component to courses. To improve retention in William Rainey Harper College's chemistry classes, faculty are proposing adding another contact and credit hour to general chemistry for additional problem solving and discussion time. In addition, completion of intermediate algebra will be required as a prerequisite,

instead of a co-requisite. The College of DuPage's Meteorology program now includes a weather forecasting component using real-time computer graphics and data from NOAA, the National Weather Service, and commercial vendors of weather data. South Suburban College has a cooperative arrangement with Governors State University whereby student samples can be read on GSU's NMR instrument and the data can be retrieved via the web. This project is funded by a National Science Foundation Grant.

Adult Education and Family Literacy, English-as-a-Second Language, and Developmental Education Program Review

Colleges are required to review their Adult Education and Family Literacy, English-as-a-Second Language, and Developmental Education programs at least once every five years, according to a schedule developed by each college. This year, 70 related programs were examined, and all were recommended for continuation with minor improvements.

Program Need. Adult Education and Family Literacy programs serve students 16 years of age and older who have less than a high school education and are no longer enrolled, or have never been enrolled, in school. The programs provide education and support services for students wishing to improve basic skills or to acquire a high school diploma or its equivalency – General Education Development (GED). Programs also serve students with a high school diploma who, through assessment, are found to lack the basic skills necessary for success in employment or further education and training. Students may take related instruction through programs offered by other educational agencies or community-based organizations, or through community colleges. English-as-a-Second Language (ESL) instruction provides reading, writing, and computation instruction for non-native English speakers seeking to learn or improve English language skills. For the past several years, ESL enrollment has surpassed enrollment in other Adult Basic and Adult Secondary programs, according to the annual publication, *Data and Characteristics of the Illinois Community College System*. All 13 colleges that reviewed Adult Education and Family Literacy and/or ESL programs indicated a stable or increasing need for the programs based on demographic information for the college district, enrollments, and credit hour production. For example, the College of Lake County reported that trends in Lake County indicate that the skill levels demanded for jobs are increasing, leading to an expectation that enrollments in these program areas will continue to increase over the next five years. Rock Valley College experienced a 38 percent increase in GED completers over the number for fiscal year 2000.

Colleges that reported on Adult Education and Family Literacy and/or ESL programs generally indicated positive results. For example, Southwestern Illinois College has seen retention rates in its ESL program increase from 74.8 percent in 1997 to 87.8 percent in 2000. The college reports that retention rates for ABE and GED classes are also trending upward. Similarly, Rock Valley College has experienced an increase in retention of students in classes from 72 percent in fiscal year 2000 to 84 percent in fiscal year 2001. Southwestern also reports that the number of GED graduates who subsequently enroll at the college for college-level work has increased over the past few years.

Developmental education programs serve students whose skills in math, English, or reading are below college level. Community colleges continue to provide most of the developmental education that is offered at Illinois public higher education institutions. Without these programs, the population served would have limited employment opportunities since they would be educationally ill-equipped to meet the increasing skill levels demanded even for entry-level employment in most occupational areas. Policymakers at the state and national levels have focused a great deal of attention recently on increasing the number of students who leave high school prepared to do college-level work. While these efforts may lead to an eventual decrease in the need for developmental education for recent high school graduates, there will still be a need to provide such programs for adult students who either do not possess sufficient skills to do college-level work or who need to brush up on unused skills. Currently, developmental education students at community colleges are drawn about equally from both groups. Eleven colleges submitted summaries of reviews of developmental education programs. Seven of the colleges reviewed their entire developmental education program, and the rest reviewed one or more aspects of the program (i.e., English, mathematics). All of the colleges indicated that enrollments and credit hour production in developmental education have been steady or are increasing. The area in which students most often need developmental education is mathematics. Fewer students place into developmental writing, and even fewer students exhibit a need for developmental reading.

The colleges that reported on developmental education programs reported mixed results. Olive-Harvey College indicated that success rates in developmental reading classes have decreased from 62 percent in fall 1997 to 55 percent in fall 2000, while success rates in developmental English and mathematics classes have increased slightly over the same period. Olive-Harvey also tracked students who were successful in developmental English and mathematics courses and who then took the first college-level course in those subject areas. The success rate for these students in college-level English increased slightly from 27 percent in academic year 1997 to 28 percent in academic year 2000, and from 24 percent to 29 percent over the same period for mathematics. While the success rates did increase, the college noted that there is much room for improvement. John A. Logan College found that retention rates in developmental English have declined from 81 percent in fall 1998 to 74 percent in fall 2000. Retention rates for mathematics have remained constant over the same period. Similarly, success rates in developmental English declined from 69 percent to 67 percent over the same period, while they remained constant at 53 percent for developmental mathematics. Triton College used a math lab, mandatory tutoring, and redesign of curriculum to increase pass rates in some developmental mathematics courses by 25 percent over the past three years to the current rate of 60.3 percent. At Oakton Community College, a study of developmental English showed that 27 percent of students whose first developmental writing course was a ESL course eventually passed English 101 (the first college-level course). If the first developmental writing course was a native-speaking course, 45 percent passed English 101. Besides documenting the outcomes of developmental English coursework, the study has prompted the college to further explore the reasons so many students do not persist to English 101.

Program Cost: In general, the colleges reporting on Adult Education and Family Literacy, English-as-a-Second Language, and Developmental Education all indicated that the programs are cost-effective. However, the numerous support services, such as transportation, child care, and special assistance, that are often required to achieve student success with at-risk populations can add to the

cost of the programs. Several colleges reported that they have limited capability to provide some support services, such as tutors at off-campus sites or assistance with costs of attendance.

Program Quality: In all of the areas reviewed, colleges commonly identified program strengths that include qualified, dedicated faculty; staff development opportunities for both full- and part-time faculty; flexible scheduling options and instructional delivery methods that increase program accessibility; and availability of tutors and other support services. The need for additional full-time faculty was the most consistently identified need or weakness. Other identified weaknesses included a need for more technology-based courses to provide options for students, inadequate physical facilities, a high turnover rate among part-time staff, and the need to develop better student tracking systems to address attrition issues.

The most frequently reported quality improvement for Adult Education and Family Literacy programs, English-as-a-Second Language programs, and Developmental Education programs was the employment of additional full-time faculty.

A number of specific quality improvements were proposed for Adult Education and Family Literacy and English-as-a-Second Language programs. For example, the Adult Learning Center at Carl Sandburg College developed on-line tutor training and student and tutor training videos to use in conjunction with district libraries. Southwestern Illinois College will develop initiatives to address student transportation issues, including the use of Metro-link passes. In addition, the college will develop video and audio materials and on-line citizenship classes for students with transportation and scheduling challenges. Rock Valley College will include families in the participants attending Adult Education College Night and extend free credit classes to top GED and External Diploma Program graduates. To support computer literacy, the College of Lake County has integrated the use of computers for word processing, Internet, and mathematics throughout all curricula. English-as-a-Second Language classes have also been created to support students enrolled in vocational classes to facilitate their accessing quality jobs. Frontier Community College recommended the development of short-term occupational programs that can serve as a recruitment link to GED completers and welfare to work clients.

Specific quality improvements proposed for developmental education programs include the initiation of web-assisted and Internet courses in math at Moraine Valley Community College. John A. Logan College will expand support services for returning nontraditional students. Shawnee Community College plans to increase collaboration between part-time and full-time faculty and provide staff development for teaching special populations students. In the area of developmental English, Joliet Junior College will add a full-time ESL instructor to accommodate students with limited English proficiency. Oakton Community College has added an ESL reading course to improve the reading of ESL students in college-level courses, a computer lab component to the highest level ESL writing course to prepare students for the technology they encounter in college-level writing courses, and a special version of English 101 for non-native students.

Occupational Program Review

Each year, community colleges review specific occupational programs and submit their findings to the ICCB. Within a five-year period, all occupational programs are reviewed.

Based on their examinations of program review outcomes, colleges can choose to (1) make minor changes to otherwise healthy programs; (2) significantly modify curricula to better address student or employer needs; (3) discontinue programs that are no longer viable; or (4) schedule programs for a subsequent review to address particular concerns, such as low enrollments or high costs. Based on program reviews conducted during fiscal year 2001, 542 occupational programs were continued with minor improvements, nine programs were significantly modified, 70 programs were scheduled for further review during fiscal year 2002, and 66 programs were identified for elimination. A breakdown of information by college appears in Appendix Table 2, and a list of curricula that colleges have decided to eliminate is displayed in Appendix Table 3.

A. Responses to Analysis of Information from the 2000 *Follow-Up Study of Fiscal Year 1999*

Occupational Program Graduates. Colleges routinely use information from the *Follow-Up Study of Occupational Graduates* in their reviews to add the "customer" perspective. The *Follow-Up Study of Fiscal Year 1999 Occupational Graduates* identified concerns in the areas of follow-up study response rates, significant numbers of program graduates (1) working out of their field of preparation, (2) working part-time, or (3) working in low-wage jobs. Following is a summary of information colleges provided regarding efforts to improve follow-up survey response rates and for programs that fall into one or more areas of concern identified in the study of fiscal year 1999 occupational program graduates.

Colleges that did not meet the appropriate criterion for the survey of fiscal year 1999 occupational graduates were asked to report on their progress for increasing their response rates this year.

Thirty-two colleges reported meeting or exceeding ICCB minimum criterion for an equitable follow-up survey: 50 percent response rate for surveying 50 or more graduates, and a 60 percent response rate for surveying less than 50 graduates. Strategies that were implemented to improve survey response rates included notifying students prior to graduation that they would be receiving a follow-up study to complete; sending out more than one mailing to students, one a few weeks after graduation and another a few months after graduation; sending a reminder post card to students; following up mail surveys with phone calls; and using an independent research/survey firm to track the survey.

Despite efforts to improve response rates to the occupational follow-up survey, eight colleges did not meet the minimum criterion for an equitably follow-up survey. Four of these colleges, however, are among the City Colleges of Chicago, which has taken a coordinating role in developing an improvement plan for meeting ICCB's survey response rate requirements. The biggest barrier to achieving the minimum response rates included tracking students, particularly in large urban areas where addresses/phone numbers change too frequently to keep current. Strategies the colleges plan

to implement for increasing their survey response rate include exit surveys and hiring an independent research/survey firm to track the survey.

Based on the 2000 Follow-up Study information, colleges that offer programs in Auto Body Repair, Sign Language Interpreter, Industrial Equipment Maintenance and Repair, Social Work, and Teacher Assisting had low rates of placement in related fields. Colleges offering these programs were asked to evaluate these outcomes and report on their progress towards addressing them.

Overall, the colleges reported increased placement rates in related employment fields for this year. A breakdown by occupational areas which, in general, did not meet ICCB's requirement follows:

Auto Body Repair - Many colleges noted that students enrolling in auto body repair courses do so for personal interest, with little or no intention of completing a formal program. It was also noted that for some colleges, particularly those in rural areas, auto body repair jobs are found in small, independently owned shops which do not often employ more than one technician. In these areas, students may find more ample employment opportunities outside of their own communities.

Although the *ICCB 2000 Occupational Follow Up Study* indicates that auto body graduates are largely employed in full-time positions, only 42.3 percent of program completers were working in the field. Reasons cited for working outside of the field included: preferred to work in another field, found better pay in another field, wanted to remain in the local area, unable to find a job in the field, worked in the field previously but changed, and working in a temporary job. Several of the colleges, such as Waubonsee Community College, conducted further research into the job status of their completers and found that many students were not working in the field because they were not actively searching for jobs in that field. Many of these students were currently satisfied with their employment status because they preferred working in another field, they were transitioning into a new field, or they preferred not to move to a related job.

Some colleges recognized that stronger efforts needed to be made in the area of workforce preparation, academic integration, and in creating an employer network for graduate placements. Kennedy-King College, for example, is developing an exclusive formal workforce preparation program for automotive students within the course structure of Cooperative Work Experience 101. This will be a required course for all automotive students seeking advanced certificates or a two-year degree and would be credited towards their General Elective requirement of 15 credit hours. They are also currently developing an internship program with a major automotive employer and will be working to develop similar programs with other major automotive businesses. These activities should significantly reduce incidence of automotive graduates being employed outside of their field of study.

Social Work - Among colleges still reporting low placements in a related field, it was noted that many students in social work/human services programs are often already employed in a related field or continue their education on to the baccalaureate level. It is also common that students continue their education and work in a nonrelated field until graduation, when they can pursue employment within their field of study.

According to the *ICCB 2000 Occupational Follow Up Study*, those social work graduates working outside their field cited the following reasons: could not find a job in field of preparation, preferred to work in another field, found better pay in another field, or currently were holding a temporary position outside of their field. In order to improve these placement rates, colleges are providing more work-based learning opportunities for students, reviewing courses annually with the advisory board, increasing community visibility of the program, and are keeping students better informed of local job opportunities. Harold Washington College, for example, has received a Cooperative Work-Study grant to assist with the development of additional work-based learning opportunities for students in their social work program.

Teacher Assisting - Many colleges reported that students not employed in a related field were either continuing their education or were employed in a nonrelated field prior to entering the program. In the *ICCB 2000 Occupational Follow Up Study*, respondents cited the following reasons for not working in a field related to their program of study: could not find a position in the field, found better pay in another field, preferred to work in another field, and did not complete or pass licensing to be eligible.

Illinois community colleges are evaluating their placement services in the program area of teacher assistant/aide. Several colleges reported a need for additional placement efforts. Harold Washington College has received a Cooperative Work-Study grant to assist with the development of additional work-based learning opportunities for teacher assistant/aide students.

Malcolm X College is attempting to provide more career exploration opportunities in teacher education, such as those available through its Future Teacher Club (FTC). To increase job opportunities for its students, Shawnee Community College combined the teacher aid program and the two-year early childhood education program. The teacher aid certificate now reads Early Childhood Education - Teacher Aid Option, which completes the first year of the two-year early childhood care program.

Industrial Equipment Maintenance and Repair - Several colleges indicated that a large percentage of their students in this program were incumbent workers who are desiring promotion, degree completion, or updated job skills. However, the results of the *ICCB 2000 Occupational Follow Up Study* indicate that those not working in their field found other jobs that were better paying jobs, could not find a job in their related field, or held a temporary job. Some colleges are reviewing the viability of this program, while others are reviewing the programs to make sure they meet current industry standards.

Sign Language Interpreter - Many students who enter the field of sign language interpretation find part-time employment to be a common employment practice. Most working sign language interpreter graduates located their current position either while enrolled in the program or after completion. According to the *ICCB 2000 Occupational Follow Up Study*, those not working in their field cited the following reasons: employed in a temporary position, preferred to work in another field, could not find work in the field, or did not pass licensing test to be eligible. Little information was available from the colleges in terms of how they would address these employment rates since many of the programs reviewed were new.

Based on the 2000 Follow-up Study information, colleges that offer programs in Physical Therapy Assisting, Occupational Therapy Assisting, Industrial Equipment Maintenance and Repair, Social Work, and Teacher Assisting reported a small, but significant, number of graduates that could not find a position in their field of preparation. Colleges offering these programs were asked to evaluate these outcomes and report their progress towards addressing them.

Overall, the colleges reported increased placement rates in both full-time and part-time employment for this year. However, several colleges noted that labor market demand for graduates in the two allied health areas has declined in recent years. Many of the students responding to the survey reported that they did not find related employment, but found jobs closely related to their fields of study.

In order to address this issue, colleges are evaluating their methods of communicating job opportunities and workplace skills development to their students. For example, Illinois Central College's Occupational Therapy Assisting Program has created a web site contact to post job openings and qualifications. Kennedy-King College is addressing employment issues, such as personal preparation for work, finding a job, and retaining a job, through the course structure of Cooperative Work Experience 101.

Based on the 2000 Occupational Follow-up Study information, graduates of programs in Teacher Assisting, Diesel Engine Repair, Human Resource Management, and Medical Assisting reported earning entry-level salaries less than one and three quarters times minimum wage ($9.01/hour). Colleges that offer programs in these occupational areas were asked to evaluate these outcomes and report their progress towards addressing them.

Overall, the colleges reported that entry-level salaries for most of the occupational areas reviewed this year met or exceeded the ICCB required minimum. The two primary exceptions included teacher assisting and medical assisting. Statewide, both occupations continue to offer low entry-level salaries. Colleges continue to counsel their students in these programs about wage and job opportunities throughout their program. Students are often encouraged early in their programs to explore local classified advertisements to get a sense of their real earnings potential within the local community. At Harold Washington College, career exploration workshops and seminars on occupations with the field are presented during introduction classes in each of the Applied Sciences area, while Waubonsee Community College provides occupational salary ranges on its website. At most colleges, placement advisors typically follow-up this strategy by presenting occupational information to students towards the end of their program, including information from **HORIZONS** *Career Information System*, **ACTs** *Discover System*, and the Illinois Department of Employment Security's *Illinois Job Outlook In Brief* brochure.

Conclusion: Even though the community colleges provided valuable information about the occupational placement rates and services, there still is a need to address underlying issues, such as low salaries and inconsistent employment trends, in some of these occupational areas. As noted in this report's "Conclusions and Recommendations," ICCB staff will convene work groups of college representatives during fiscal year 2002 to determine the most effective way of addressing these and other accountability issues through program review.

B. Summaries of the Occupational Program Reviews Conducted during Fiscal Year 2001

***Please note**: For all the following occupational program summaries, the* **number of colleges offering training** *may not match the number of colleges that reported on the program status, because some programs are currently inactive or too new to conduct a meaningful review or colleges may have notified ICCB of circumstances that warrant postponing the review.*

Agricultural Mechanization

Programs that prepare individuals to select, sell and service agriculture or agribusiness equipment, including diesel machinery, technical equipment, and specialized software.

Number of Colleges Offering Training	**11**
2000 Follow-up respondents employed or continuing education	**93%**
2000 Follow-up respondents working full-time	**82%**
2000 Follow-up respondents working in related jobs	**N/A**

Results of this year's program review: Eight colleges reported plans to continue their programs in Agricultural Mechanics implementing minor improvements, and two colleges reported withdrawal of programs. One of those programs, however, was merged into another similar program in agricultural mechanics technology.

Program Need: Statewide employment of farm equipment mechanics is expected to decline by 1.7 percent according to the Illinois Department of Employment Security's *Employment Projections 2008*. However, many colleges cited placement of their agricultural/diesel power technology students in areas outside of agriculture, such as in repair and maintenance businesses related to diesel power. Statewide employment of diesel mechanics is expected to increase by nearly 10 percent through 2008, near the average growth expected for all occupations in Illinois. IDES also reports above average growth in the agricultural services industry, which includes businesses providing sales and service of agricultural and diesel power equipment. In most cases, colleges indicated a sustained need for their agricultural/diesel power technology programs. Two colleges indicated that, due to low enrollments, they would be merging their existing programs into other similar ones or would be discontinuing their programs altogether.

Program Cost: All of the colleges, with the exception of one whose programs are in their first year, reported cost-effective programs. For programs with higher than average costs, low enrollments compared to high lab hours and faculty salaries were reported as the major reasons. Several colleges indicated that they solicited equipment donations from local businesses to keep costs down.

Program Quality: Common program strengths reported by the colleges include knowledge and experience of faculty members, quality of hands-on laboratory, internship opportunities with local employers, and active advisory committees. Many colleges reported high placement and retention rates with local employers as support of their quality programs. Program weaknesses reported by the colleges included the high cost of equipment and low enrollments.

Specific quality improvements reported by the colleges include Illinois Central College collaborating with Cummins Engine to develop curricula. Spoon River College plans to explore certificate options in preventative maintenance, and Lake Land College continues to benefit from its close relationship with John Deere through receipt of equipment donations and facility sharing.

Industrial Technology

Programs that prepare individuals for assisting in the development of materials and processes used in industrial manufacturing systems, including automated manufacturing systems and manufacturing engineering technologies.

Number of Colleges Offering Training	**24**
2000 Follow-up respondents employed or continuing education	**97%**
2000 Follow-up respondents working full-time	**93%**
2000 Follow-up respondents working in related jobs	**84%**

Results of This Year's Program Review: Thirteen colleges reported plans to continue their programs in Industrial Technology implementing minor improvements, two colleges reported withdrawal of their programs, and three colleges reported scheduling their programs for further review.

Program Need: Statewide employment of industrial engineering technicians is expected to increase by 4.3 percent according to the Illinois Department of Employment Security's *Employment Projections 2008.* IDES also reports employment growth expected in several manufacturing industries that employ these workers: the highest growth being in rubber and plastics products manufacturing, followed by electronic machinery, equipment and supplies, and fabricated metal products manufacturing. Most colleges reported steady enrollments; however, need as expressed by program enrollment can be very dependent on the local economy. For example, 31 percent of the workforce in Sauk Valley Community College's district is in manufacturing. Yet, the college has experienced an 18 percent decrease in credit hour generation over the last five years, a trend that coincides with a decrease in the number of technology students in local high school programs. The recent closing of the district's largest manufacturing plant has led to greatly increased enrollments for summer 2001, as displaced workers look to the college for retraining. Several colleges experienced what many of them referred to as "students that job-out" before completing a full program, which describes the situation where many students leave their program to pursue full-time employment. Colleges also reported that, while program enrollments may be low or have decreased, local labor market demand for skilled program graduates continues to exist.

Program Cost: Low enrollments, high lab hours and expensive equipment needs were reported as the most common reasons for higher than average program costs. Colleges indicated that they solicit donations from local employers for equipment and software purchases to keep costs down.

Program Quality: Common program strengths reported by the colleges include knowledgeable and experienced faculty, high program placements, quality of hands-on laboratory, internship opportunities with local employers, and active advisory committees. Program weaknesses included

high program costs, outdated equipment, and the perception by college administration that manufacturing is not an area of needed programmatic growth, as well as the general public's perception that manufacturing jobs are not high-skilled and high-wage occupations.

Specific quality improvements reported by the colleges include Danville Area Community College's plans to add equipment and the appropriate curriculum to its existing program offerings to earn Level II NIMS certification, Rock Valley College's plans for revitalizing their Student Chapter of the Society of Manufacturing Engineers, Prairie State College's acquisition of new CNC simulation software which will allow students to work on assignments from home, and colleges that plan to develop new shorter-term certificate programs that will meet the immediate needs of their local employers.

Plastics Technology

Programs that prepare individuals for assisting in the development of materials and processes used in plastics manufacturing systems, including plastics molding, extrusion, and finishing.

Number of Colleges Offering Training	**5**
2000 Follow-up respondents employed or continuing education	**N/A**
2000 Follow-up respondents working full-time	**N/A**
2000 Follow-up respondents working in related jobs	**N/A**

Results of This Year's Program Review: One college reported plans to continue its program in Plastics Technology implementing minor improvements, one college reported withdrawal of its program, and one college reported scheduling its program for further review.

Program Need: Statewide employment of plastics technicians and related machine operators is expected to increase by between 12-16 percent according to the Illinois Department of Employment Security's *Employment Projections 2008.* IDES also reports employment growth expected in manufacturing industries that employ these workers; the highest growth being in rubber and plastics products manufacturing and in electronic machinery, equipment, and supplies. Despite employment growth equal to or exceeding the statewide average for all occupations, colleges reported that local labor market demand for plastics workers has declined. Colleges that have programs associated with union apprenticeships reported steady enrollments, but also expressed concerns over the uncertainty of industry needs. Plans to discontinue program offerings in this area were based on declining enrollments and high costs.

Program Cost: Plastics Technology tends to be a high-cost program. Colleges identified low enrollments and high lab hours as the main contributors to high costs in the program.

Program Quality: Several colleges indicated that they possessed the appropriate equipment and laboratory facilities for this program; however, full-time faculty have been difficult to attract and retain. Specific quality improvements reported by the colleges include Illinois Valley Community College's plans to re-establish connections with local employers for its program advisory committee and commitment by a newly hired part-time instructor to teach on a course-by-course basis.

Metallurgical Technology

Programs that prepare individuals for assisting in the development and use of industrial metals in manufacturing processes and metal fabrication, including welding and materials technologies.

Number of Colleges Offering Training	**5**
2000 Follow-up respondents employed or continuing education	**N/A**
2000 Follow-up respondents working full-time	**N/A**
2000 Follow-up respondents working in related jobs	**N/A**

Results of This Year's Program Review: Two colleges reported plans to continue their programs in Welding and Materials Technology implementing minor improvements, and one college plans to discontinue its program.

Program Need: Statewide employment of welders and metal fabricators is expected to increase by between 8.5-12 percent according to the Illinois Department of Employment Security's *Employment Projections 2008.* IDES also reports employment growth in the two primary industries associated with metallurgical technology: primary metal manufacturing and fabricated metal products manufacturing. Colleges reported that enrollments have declined slightly, but local labor market demand for welders and metal fabricators continues to exist. Job placement for individuals remains high, particularly for individuals completing short-term training programs.

Program Cost: Of the colleges reporting, one indicated average unit costs and the other indicated higher than average unit costs. Elgin Community College indicated that higher costs this year were due in part to increased staffing expenses and recent equipment purchases. Colleges reported that they solicited equipment donations from local employers to keep costs down.

Program Quality: Common program strengths reported by the colleges included knowledgeable and experienced faculty, high program placements, internship opportunities with local employers, and active advisory committees. Program weaknesses included maintaining up-to-date equipment and facilities.

Specific quality improvements reported by the colleges include Moraine Valley Community College's plans to develop shorter-term certificate programs to meet local employer needs and Elgin Community College's plans for constructing a new welding facility and gaining recent approval of two basic certificate programs in specialized welding fields.

Mining Technology

Programs that prepare individuals for assisting in mining processes such as the operations of mines, mining services, extraction and production, inspection and safety monitoring.

Number of Colleges Offering Training	**3**
2000 Follow-up respondents employed or continuing education	**N/A**
2000 Follow-up respondents working full-time	**N/A**
2000 Follow-up respondents working in related jobs	**N/A**

Results of This Year's Program Review: One college reported plans to continue its program in Mining Technology implementing minor improvements, and two colleges reported plans to discontinue their programs.

Program Need: While both Rend Lake College and Southeastern Illinois College have decided to discontinue their mining programs due to low enrollments, Wabash Valley College continues to offer its mining technology degree and management certificate with high enrollments. Their programs provide training for many individuals already employed in one of the area's many coal mines. The college has seen an increase in interest for training from three new coal mining companies moving into its district, as well as the related mining services industry. These programs provide training to all of the coal mines in Illinois and approximately one-half of the sand and gravel operators in Illinois through a cooperative agreement with the Illinois Department of Natural Resources-Office of Mines and Minerals.

Program Cost: Wabash Valley College reported its programs as cost-effective with unit cost figures well below the statewide average. The college utilizes cooperative agreements with other districts to bring in a larger student population and solicits donations from local mining companies to keep costs down.

Program Quality: The college attributes good partnerships with local union and nonunion mines and with the Illinois Department of Natural Resources-Office of Mines and Minerals for the high-quality training it provides to students. In addition, the program has a strong and involved advisory council and, because of the numerous mining companies in the area, new students have excellent work-based learning opportunities and existing employees can upgrade their skills. The college observed no weaknesses in this instructional program. Quality improvements planned for the program include the addition of 16 new computers for student use.

Public Administration
Programs that prepare individuals for employment in management and related positions within municipal, state, and federal governments.

Number of Colleges Offering Training	**1**
2000 Follow-up respondents employed or continuing education	**N/A**
2000 Follow-up respondents working full-time	**N/A**
2000 Follow-up respondents working in related jobs	**N/A**

Results of This Year's Program Review: Lincoln Land Community College reported plans to discontinue its program in Public Administration due to consistent lack of enrollments.

Social Work

A broad description of programs that prepare individuals for assisting in the counseling, rehabilitation, and administration of social or human services, including the areas of welfare and family services, substance/alcohol abuse intervention and counseling, disability services, mental health services, gerontology, and adult and juvenile corrections services.

Number of Colleges Offering Training	**20**
2000 Follow-up respondents employed or continuing education	**94%**
2000 Follow-up respondents working full-time	**71%**
2000 Follow-up respondents working in related jobs	**75%**

Results of This Year's Program Review: Thirteen colleges reported plans to continue their programs in Social Work implementing minor improvements, and one college has scheduled its program for further review.

Program Need: Statewide employment of social workers, residential counselors, and social/ human service assistants is expected to increase by at least twice the average (between 23-43 percent growth) for all occupations statewide according to the Illinois Department of Employment Security's *Employment Projections 2008.* IDES also reports employment growth in the three primary industries associated with social work: social services, state government, and educational services. The majority of colleges report steady to increasing enrollments in their social work programs. The most enrollment growth was seen in the mental health/substance abuse areas. Colleges also reported high placement rates for individuals completing AAS degrees and certificate programs; however, retention of certificate completing students has proved more difficult. This seems primarily due to the low pay and demanding working conditions of many entry-level positions in this field. For this reason, some colleges reported that, while demand in the local labor force for human services workers continues or increases, student interest has not.

Program Cost: All of the colleges reporting indicated their programs in social work were cost-effective. Higher than average cost were attributed to salary expenses related to experienced full-time program faculty. Many social work programs share faculty with other areas and are able to keep unit costs down.

Program Quality: Common program strengths reported by the colleges include knowledgeable and experienced faculty, active advisory committees, and the consistent relationship with local human service providers for curriculum updates and work-based learning opportunities. The most common program weaknesses cited were marketing efforts and the lack of financial incentives within the district to motivate students to choose these programs.

Specific quality improvements include several colleges planning the addition of the Psychiatric Rehabilitation Certificate Program (the certificate program developed jointly by the ICCB, ISBE, and IDPH-OMH in consultation with the University of Chicago's Center for Psychiatric Rehabilitation) to their social work offerings; Wabash Valley College plans to expand its Social Services Specialist program into evening offerings; two of the City College of Chicago (Kennedy-King College and Harold Washington College) have agreed to link their social work programs

through more articulated courses and including program reps from each college on the other's program advisory committee; Lake Land College plans to develop an entirely on-line AAS program in Human Services; and South Suburban College plans to explore a partnership with the Illinois Coalition of Domestic Violence to become one of its training centers, which would qualify students for taking their certification exam.

(For additional information regarding identified concerns for this occupation, see the previous section entitled **Responses to Analysis of Information from the 2000 *Follow-Up Study of Fiscal Year 1999 Occupational Program Graduates.***)

Industrial Equipment Maintenance & Repair
A broad description of programs that prepare individuals for inspecting, troubleshooting, maintaining, and repairing light or heavy equipment used in commercial, industrial, or manufacturing settings.

Number of Colleges Offering Training	**28**
2000 Follow-up respondents employed or continuing education	**98%**
2000 Follow-up respondents working full-time	**96%**
2000 Follow-up respondents working in related jobs	**71%**

Results of This Year's Program Review: Fifteen colleges reported plans to continue their programs with minor improvements, three colleges reported plans to significantly modify their programs, one college reported plans to discontinue its program, and three colleges have scheduled their programs for further review.

Program Need: Statewide employment of heavy equipment mechanics is expected to increase about as fast as the average for all occupations statewide according to the Illinois Department of Employment Security's *Employment Projections 2008*. IDES also reports employment growth in the three primary industries associated with industrial equipment repair: local and inter-urban transit; trucking and warehousing; and production, maintenance, and repair of transportation equipment. The majority of colleges reported either stable or slightly increasing enrollments in their industrial maintenance programs. Districts where there are strong industrial services and manufacturers saw the most increases in enrollments. While enrollments for many colleges continued to be strong, program completions continue to decrease. Colleges reported that many students leave their programs for full-time employment before their certificate or degree program has been completed. Olney Central College has addressed this issue by structuring its AAS degree program in four relatively equal certificate programs that mirror various technician levels in area manufacturing facilities. In addition, many students are already employed in a related field and are not necessarily motivated to complete their program within a specific time frame. Of those programs that maintain higher completions, placement rates are also good. Students who are not already employed often find full- and/or part-time positions with local employers through which they participate in work-based learning or internship opportunities.

Program Cost: While several of colleges reported their industrial maintenance programs as being high cost, they also indicated these programs are cost-effective. Many programs benefit from sharing courses with other programs, equipment sharing, and/or donations from local employers. This particular program often carries higher unit costs due to low enrollment, expensive equipment needs, and high faculty salaries.

Program Quality: The most common strengths of their industrial maintenance programs reported by the colleges were knowledgeable and experienced faculty, good faculty relationships with local employers, updated equipment, quality hands-on learning component of curriculum, and an active advisory committee. In contrast, the most common weaknesses of these programs included outdated equipment, lack of lab facilities, lack of community awareness/interest, and an inactive advisory committee.

Specific quality improvements include several of the colleges increasing and formalizing their marketing efforts to raise awareness and interest in their industrial maintenance programs. Several colleges also indicated that they were exploring or planning dual enrollment arrangements with local high schools. Illinois Valley Community College plans to begin utilizing CD-ROM simulation software for a portion of its hands-on training to address its equipment needs and space restrictions; Prairie State College plans to acquire a larger lab facility and update equipment for its hydraulics program; Danville Area Community College plans to upgrade its Programmable controller equipment; Kankakee Community College has identified the need to create short-term modules as an alternative to semester-long classes that will accommodate the schedules of students that are employed full-time; and several colleges, like Rend Lake College, plan to continue working closely with its advisory committee to secure equipment donations, update curriculum, and provide work-based learning opportunities to students.

(For additional information regarding identified concerns for this occupation, see the previous section entitled **Responses to Analysis of Information from the 2000 *Follow-Up Study of Fiscal Year 1999 Occupational Program Graduates.***)

Automotive Body Repair
Programs that prepare individuals for repairing; reconstructing; painting; and finishing of automobile bodies, fenders, and external features.

Number of Colleges Offering Training	**18**
2000 Follow-up respondents employed or continuing education	**96%**
2000 Follow-up respondents working full-time	**93%**
2000 Follow-up respondents working in related jobs	**42%**

Results of This Year's Program Review: Thirteen colleges reported plans to continue their programs in auto body repair with minor improvements, one college reported plans to significantly modify its program, and one college reported plans to discontinue its program.

Program Need: Statewide employment of auto body repairers is expected to increase slightly faster than the average for all occupations statewide according to the Illinois Department of Employment Security's *Employment Projections 2008*. IDES also reports employment growth in the three primary industries associated with auto body repair: auto body repair services (growing at a rate three times the statewide average for all industries); auto dealers; and production, maintenance, and repair of transportation equipment. Colleges reported program enrollments as mostly stable or increasing. Completion rates continue to be lower, primarily because students earn specific skills and then leave the program to pursue employment. In addition, many students take coursework in auto body repair for personal interest. Of those students who complete programs, placements were reported as high.

Program Cost: All of the colleges reported their auto body repair programs as cost-effective. Higher than average unit costs were attributed to low enrollments, high faculty salaries, and upgrades in equipment. Lower than average unit costs were attributed to receipt of substantial donations of equipment and automobiles, sharing facilities, and use of part-time faculty.

Program Quality: The most common program strengths of auto body repair programs were reported as qualified (i.e., ICAR or ASE certified) faculty, curriculum that meets NATEF guidelines, good reputation with and strong support from local automotive dealers and auto body repair businesses, and level of articulation (i.e., dual credit agreements) with local high schools. Common weaknesses of this program included lack of advisory committee involvement, need for equipment upgrades, lack of adequate space, and need for NATEF certification.

Specific quality improvements reported by the colleges include several colleges' plans to build on the success of their existing certificate programs by developing an associate degree in auto body/collision repair; this includes Parkland College, Waubonsee Community College, and Lincoln Land Community College. Both Kishwaukee College and Highland Community College plan to apply for NATEF certification of their programs. Several colleges plan to target recent graduates for participation on the program advisory committee.

(For additional information regarding identified concerns for this occupation, see the previous section entitled **Responses to Analysis of Information from the 2000 *Follow-Up Study of Fiscal Year 1999 Occupational Program Graduates.***)

Automotive Mechanics

Programs that prepare individuals for repairing, servicing, and maintaining all types of automobiles, trucks, and vans.

Number of Colleges Offering Training	**35**
2000 Follow-up respondents employed or continuing education	**90%**
2000 Follow-up respondents working full-time	**75%**
2000 Follow-up respondents working in related jobs	**57%**

Results of This Year's Program Review: Thirty-two colleges reported plans to continue their programs in auto mechanics with minor improvements, one college reported plans to significantly modify its program, three colleges reported plans to discontinue their programs, and four colleges have scheduled programs for further review.

Program Need: Statewide employment of auto mechanics is expected to increase faster than the average for all occupations statewide according to the Illinois Department of Employment Security's *Employment Projections 2008*. IDES also reports employment growth in the two primary industries associated with auto mechanics: auto body repair services (growing at a rate three times the statewide average for all industries) and automotive dealers. Twenty-five colleges reported either steady or increasing enrollments in their auto mechanics programs, while seven colleges reported decreasing enrollments. All colleges indicated that labor market demand within their district and regionally was high for skilled mechanics. Many colleges reported low completions primarily due to students exiting their educational program for gainful employment prior to completion. Of those students who did complete their programs, placement rates remained very high, particularly for those colleges with strong local industry connections to automotive manufacturers or dealerships. Three colleges reported plans to discontinue several of their programs in automotive technology citing lack of student enrollments and qualified faculty and high costs for upgrading equipment and facilities.

Program Cost: The majority of colleges reported their automotive technology programs as being cost-effective. Faculty salaries, equipment and facilities upgrades, and achieving NATEF program certification were all identified as reasons for this program area to operate at higher than average unit cost. The most common cost-saving measure colleges reported included receipt of equipment, tool, and vehicle donations by local industry.

Program Quality: Nineteen of the reporting colleges cited the greatest strength of their automotive technology program(s) as NATEF program certification and ASE certified instructors. An additional seven colleges reported either currently undergoing or planning to seek NATEF certification in the coming year. Other quality indicators of this program included up-to-date lab facilities and equipment; receipt of sizable modern equipment and vehicle donations from local industry; strong advisory committees and faculty with good relationships with local employers; the offering of "mini-certificates" based on the ASE industry certification exams; and articulation agreements between local high schools, the colleges, and baccalaureate institutions, most notably SIU-C. The most common program weaknesses included lack of lab space, need for more modern equipment and vehicle donations, cost for upgrading existing facilities and equipment, inability to attract enough students to meet local demand, and the need for NATEF program certification.

Specific quality improvements reported by the colleges include Triton College establishing a new partnership with AC Delco to become part of its Technical Service Training Institute; Morton College earning NATEF certification for its Alternative Fuels program, the only one of its kind in Illinois and only one of five in the country; the College of Lake County has begun offering several of its automotive technology classes in Spanish and supporting student needs with ESL services as necessary; Parkland College modifying its existing Ford ASSET program to allow admissions every fall in hopes of supporting the high student interest and local employer demand for technicians; Waubonsee Community College developing a program to "grow their own" advisory committee

from recent program graduates; and the selection of Lake Land College to host the State Automotive Educators Conference next fall, which will expose its programs and many other college's programs to a huge audience of secondary and postsecondary educators involved in automotive technology, as well as representatives from various sectors of the automotive industry.

Diesel Engine Repair

Programs that prepare individuals for repairing, servicing, and maintaining diesel engines and mechanics in such vehicles as automobiles, trucks, buses, ships, trains, and construction equipment.

Number of Colleges Offering Training	**9**
2000 Follow-up respondents employed or continuing education	**92%**
2000 Follow-up respondents working full-time	**90%**
2000 Follow-up respondents working in related jobs	**90%**

Results of This Year's Program Review: Three colleges reported plans to continue their programs in diesel engine repair with minor improvements

Program Need: Statewide employment of diesel engine mechanics is expected to increase about as fast as the average for all occupations statewide according to the Illinois Department of Employment Security's *Employment Projections 2008*. However, IDES reports faster than average employment growth in the three primary industries associated with diesel engine repair: local and inter-urban transit providers, agricultural services, and trucking and warehousing companies. Colleges reported enrollments as stable or increasing, with a strong continued interest by both students and local employers.

Program Cost: All of the colleges reported their diesel engine repair programs as cost-effective. While the majority of costs are associated with equipment and mechanical upgrades, receipt of substantial donations and facilities sharing aid in keeping unit costs down.

Program Quality: The most common program strengths of diesel engine repair programs included experienced and knowledgeable faculty and good relationships with local employers. Other program strengths included upgrades in equipment and facilities and responsiveness of curricula to local employers. The most common program weakness noted was lack of adequate lab and instructional facilities.

Specific quality improvements included Southeastern Illinois College's plans to apply for ASE certification for its programs and instructors and Wabash Valley College plans to remodel its instructional facility to accommodate new equipment and add an overhead exhaust system to its facilities. Parkland College's program is only in its first year; however, the college has plans to continue adding to its equipment and machinery inventory through connections with local employers.

(For additional information regarding identified concerns for this occupation, see the previous section entitled **Responses to Analysis of Information from the 2000 *Follow-Up Study of Fiscal Year 1999 Occupational Program Graduates.***)

Small Engine Repair

Programs that prepare individuals for repairing, servicing, and maintaining small internal combustion engines and mechanics used in such power equipment as lawnmowers and trimmers, chain saws, garden tillers, and snowblowers.

Number of Colleges Offering Training	**7**
2000 Follow-up respondents employed or continuing education	**N/A**
2000 Follow-up respondents working full-time	**N/A**
2000 Follow-up respondents working in related jobs	**N/A**

Results of This Year's Program Review: One college will continue its program with minor improvements, and one college reported plans to discontinue its program in small engine repair due to consistent lack of enrollments. Illinois Central College provides this program at correctional facilities and reports high enrollments since it is a program that will provide the released individual with skills needed at the local level. However, the Illinois Department of Employment Security projects only a 5.1 percent increase in demand for this occupation through 2008.

Water Transportation/Marine Science

Programs that prepare individuals for service as captains, engineers, mates, and deckhands on commercially licensed inland, coastal, and ocean-going vessels.

Number of Colleges Offering Training	**2**
2000 Follow-up respondents employed or continuing education	**N/A**
2000 Follow-up respondents working full-time	**N/A**
2000 Follow-up respondents working in related jobs	**N/A**

Results of This Year's Program Review: Both colleges that offer programs in deckhand training reported plans to discontinue their programs due to consistent lack of enrollments.

Railroad Technology

Programs that prepare individuals for service as railroad operations employees on passenger or freight carrying locomotives.

Number of Colleges Offering Training	**2**
2000 Follow-up respondents employed or continuing education	**N/A**
2000 Follow-up respondents working full-time	**N/A**
2000 Follow-up respondents working in related jobs	**N/A**

Results of This Year's Program Review: One college reported plans to discontinue its program in railroad technology, and one college scheduled its program for further review due to consistent lack of enrollments.

Aviation Maintenance/Avionics Technology
Programs that prepare individuals for repairing, servicing, and maintaining aircraft airframe structures and powerplant systems and/or all types of aircraft operating, control, and electronic systems.

Number of Colleges Offering Training	**4**
2000 Follow-up respondents employed or continuing education	**100%**
2000 Follow-up respondents working full-time	**89%**
2000 Follow-up respondents working in related jobs	**100%**

Results of This Year's Program Review: Three colleges reported plans to continue their programs with minor improvements, and one college scheduled its program for further review.

Program Need: Statewide employment of aircraft mechanics and avionics technicians is expected to increase about as fast as the average for all occupations statewide according to the Illinois Department of Employment Security's *Employment Projections 2008*. IDES reports faster than average employment growth in the air transportation industry over the next seven years. Colleges reported enrollments as stable or increasing, with a strong continued interest by both students and employers. Completions in this area remain low for most colleges, primarily due to students who are currently employed in aviation maintenance returning only to upgrade their knowledge and skills.

Program Cost: Two colleges reported higher than average unit costs for their aviation maintenance/avionics technology programs. Higher costs are associated with equipment needs and high lab hour requirements.

Program Quality: The most common program strength reported was qualified faculty with good ties to the aviation industry through both the FAA and local employers. The most common program weaknesses reported was high unit cost.

Specific quality improvements include Lincoln Land Community College's plans to change its program from contractor-delivered to in-house delivered. In addition, Lincoln Land has added evening sections to its classes to accommodate student interests; Rock Valley College renovated its hangar facilities and has added new equipment, including a paint booth, turbo-prop engine stand, several reciprocating engines and an alternator/generator test unit; Rock Valley also reported plans to explore the feasibility of an AAS completion program that combines life experience (i.e., FAA certification) and on-line instruction; and Southwestern Illinois College plans to strengthen its relationship with local industry and develop a plan to replace aging equipment.

Aircraft Piloting
Programs that prepare individuals for flying and navigating commercial passenger and cargo, agricultural, public service, corporate and rescue aircraft.

Number of Colleges Offering Training	**6**
2000 Follow-up respondents employed or continuing education	**N/A**
2000 Follow-up respondents working full-time	**N/A**
2000 Follow-up respondents working in related jobs	**N/A**

Results of This Year's Program Review: Kaskaskia College reported plans to continue its program with minor improvements. However, the college indicated it has been unable to acquire an insurance carrier for this program so has, therefore, suspended enrollment. Three additional programs are inactive. According to statewide data, enrollments in aircraft piloting programs are declining and unit costs for this program appear high compared to the statewide average. All colleges that reported indicated a concern over the expense of this instructional area, especially for the students; the uncertainty of anticipated need for the program; and the nonvocational reasons for student enrollment.

Aviation Management

Programs that prepare individuals for management of aviation industry operations and services, such as airports, ground support, and flight line operations; passenger and cargo operations; flight safety and security; and aviation industry regulation.

Number of Colleges Offering Training	**1**
2000 Follow-up respondents employed or continuing education	**N/A**
2000 Follow-up respondents working full-time	**N/A**
2000 Follow-up respondents working in related jobs	**N/A**

Results of This Year's Program Review: Lincoln Land Community College, the only college that offers this program, reported plans to continue its program in aviation management with minor improvements.

Program Need: Statewide employment of air transportation managers is expected to increase about as fast as the average for all occupations statewide according to the Illinois Department of Employment Security's *Employment Projections 2008.* IDES reports faster than average employment growth in the air transportation industry over the next seven years. Lincoln Land Community College reported increasing enrollments, although completion rates remain low. This is primarily due to students who take coursework for personal interest or to upgrade existing knowledge and skills.

Program Cost: No unit cost data was available for this program because Aviation Management course cost information is combined with another CIP code category.

Program Quality: The college reported program strengths including the articulated transfer to the Aviation Management baccalaureate degree at Southern Illinois University at Carbondale. Program weaknesses included lack of a full-time faculty member or instructor to coordinate the program.

Specific quality improvements include plans to hire a full-time program coordinator who will be responsible for coordinating the marketing and updating of the program.

Truck Driving

Programs that prepare individuals for driving long-haul and local delivery trucks and includes instruction in loading and unloading cargo, reporting accidents or delays, verifying load shipments, keeping records and receipts, and safe operation both on and off the road.

Number of Colleges Offering Training	**17**
2000 Follow-up respondents employed or continuing education	**87%**
2000 Follow-up respondents working full-time	**97%**
2000 Follow-up respondents working in related jobs	**87%**

Results of This Year's Program Review: Eleven colleges reported plans to continue their programs in truck driving with minor improvements, and two colleges have scheduled their programs for further review.

Program Need: Statewide employment of truck drivers is expected to increase faster than the average for all occupations statewide according to the Illinois Department of Employment Security's *Employment Projections 2008.* IDES also reports faster than average employment growth in the two primary industries related to truck drivers: trucking and warehousing, and local and inter-urban trucking. The majority of colleges reported stable or increasing enrollments for their truck driving programs. Several colleges expressed concern over the affect the ending of the JTPA program has had on their enrollments. Several colleges were reporting on truck driving programs which they recently implemented. Those colleges indicated enrollments were good. Completion and placement rates continue to be high in this area for most of the colleges. Good local opportunities for trained truck drivers keeps many students within their home communities.

Program Cost: The majority of colleges reported this program as being cost-effective. Some colleges cited lower than average unit costs due to high enrollments and use of part-time faculty. Higher than average unit costs were attributed to equipment needs and faculty expenses to keep the student-to-instructor ratio as low as possible.

Program Quality: The most common strengths of truck driving programs reported by the colleges were experienced instructors, flexibility of program formats, quality and length of behind the wheel experience, and curriculum responsiveness. The most common weaknesses of this program were lack of truck driving yard space, lack of inside training facilities for students, and length of programs that do not meet financial aid requirements.

Specific quality improvements include Southeastern Illinois College's addition of a dump trailer course, which is in high demand by local employers and will result in lower insurance costs; Lincoln Land Community College's recent purchase of a shifting simulator, which will expose students to various transmissions and shifting prior to getting in the truck; several colleges, including Danville Area Community College, cited plans to develop refresher courses for individuals who need to update their skills for license renewal; and Lewis & Clark Community College plans to terminate its agreement with a training contractor and develop its own truck driving curriculum, which will benefit the students by providing more consistent instruction and will benefit the college by eliminating contractor costs. John Wood Community College operates the only truck driver training

program in Illinois certified by the Professional Truck Driver Institute, and one of only 70 such certified programs nationally.

Speech-Language Pathology Assistant
Programs that prepare individuals to provide therapeutic care to people with physical or behavioral disorders that affect their speaking or speech comprehension.

Number of Colleges Offering Training	**3**
2000 Follow-up respondents employed or continuing education	**N/A**
2000 Follow-up respondents working full-time	**N/A**
2000 Follow-up respondents working in related jobs	**N/A**

Results of This Year's Program Review: One college reported plans to continue its program in Speech-Language Pathology with minor improvements, and one college reported its program is scheduled for further review in the coming year.

Program Need: Statewide employment of speech-language pathologists is expected to increase by 33.3 percent, according to the Illinois Department of Employment Security's *Employment Projections 2008*. The Illinois State Board of Education currently employs 168 bachelor's-level "assistants" on temporary, annual certification, indicating the need for an assistant-level position. In 1996, the American Speech-Language-Hearing Association (ASHA), in recognition of cost-cutting trends in the field of Speech-Language Pathology, drafted criteria for an assistant-level position within the field. These criteria are being used to establish SLPA programs across the nation. There are currently 26 active programs in the nation and over 40 institutions investigating the possibility of starting SLPA programs. Recent legislative action in Illinois to recognize this field as a new and emerging field offers promise for increased employment opportunities.

Program Cost: Since both of the programs being reviewed were new programs, the cost was slightly higher than the statewide average for all occupational programs due to new implementation costs. However, both colleges reported that they expect the cost of this program to be comparable with other allied health programs at their institutions.

Program Quality: Common program strengths include faculty qualifications and curriculum, partially because of ASHA guidelines. Also listed as a strength was the program leadership, which may include faculty and administrator commitment as well as advisory committee involvement.

Student resources, such as library holdings, technical support, and training materials, were listed both as strengths and weaknesses, depending on the resources already available at the college. The need for new student remediation was also cited as a weakness, largely due to the median age of the students (30+ years). The continual need to revise curriculum to remain in compliance with ASHA guidelines was cited as an area of concern.

Specific quality improvements reported by the colleges include strategies to meet the needs of the student population, such as on-line coursework and evening courses and the development of an onsite Summer Clinic at Parkland College to further develop clinical skills.

Sign Language Interpreting
Programs that prepare individuals to interpret oral speech for the hearing impaired using American Sign Language or other deaf languages.

Number of Colleges Offering Training	**6**
2000 Follow-up respondents employed or continuing education	**90%**
2000 Follow-up respondents working full-time	**66%**
2000 Follow-up respondents working in related jobs	**59%**

Results of This Year's Program Review: Four colleges reported plans to continue their programs in Sign Language Interpreting with minor improvements, and two colleges reported their programs are scheduled for further review in the coming year.

Program Need: Statewide employment of sign language interpreters is expected to increase by 21.3 percent, according to the Illinois Department of Employment Security's *Employment Projections 2008*. According to the Registry of Interpreters for the Deaf (1998), there is a need for qualified interpreters with credentials. Most interpreter training program graduates get jobs in school systems or with interpreter referral agencies as freelance interpreters. Part-time employment can be common among sign language interpreters because of the extended time it takes for an individual to become fluent in sign language. Illinois community college trends in enrollment, credit hours generated, job placement and local labor market trends indicate a need for the program.

Program Cost: Sign language interpreting programs are costly to run given the highly specialized nature of the training which is media intensive and due to national standards of teacher to student ratios. However, most colleges reported that the program revenues exceeded program costs.

Program Quality: Common program strengths include comprehensive, relevant and rigorous curriculum, highly qualified and nationally certified faculty, availability of audio/video technology, and program connection to the deaf community and area service agencies. Program weaknesses include dependence on adjunct faculty, lack of structured recruitment and marketing effort, and limited space availability.

Several colleges reported advancements in program articulation, including cooperative programs and joint recruiting efforts, dual credit, foreign language requirements, and 2+2 options. William Rainey Harper College is investigating an Associate of Arts degree and Illinois Central College has developed a cooperative plan with MacMurray College's four-year program. Colleges also utilized this program to provide students, faculty, and graduates with opportunities for professional development and community service. Most colleges reported that on-line coursework is especially popular with students of this program.

(For additional information regarding identified concerns for this occupation, see the previous section entitled **Responses to Analysis of Information from the 2000 *Follow-Up Study of Fiscal Year 1999 Occupational Program Graduates.***)

Medical Assistant

Programs that prepare individuals for performing either administrative or clinical tasks associated with the support of activities of physicians, physician's assistants, and nurses in private and group settings and hospitals.

Number of Colleges Offering Training	**8**
2000 Follow-up respondents employed or continuing education	**90%**
2000 Follow-up respondents working full-time	**83%**
2000 Follow-up respondents working in related jobs	**92%**

Results of This Year's Program Review: Three colleges reported plans to continue their medical assistant programs with minor improvements, and one program was discontinued.

Program Need: Statewide employment of medical assistants is expected to increase by 48.8 percent, according to the Illinois Department of Employment Security's *Employment Projections 2008*. This growth is much faster than average in the state and nationwide, with medical assistant listed as one of the fastest growing professions in Illinois (*Horizons, 2001)* with the *Illinois Job Outlook 2001* projecting 576 average annual openings for medical assistants. Employment growth will be driven by the increase in the number of group practices, clinics, and other health care facilities that need a high proportion of support personnel, particularly medical assistants who can handle both administrative and clinical duties.

Program Cost: Colleges typically found the program to be cost-effective and to contribute a net positive margin to the institution.

Program Quality: Common program strengths include community support and interest and advisory group involvement. Program weaknesses include slightly higher than average withdrawal rates for allied health programs and recruitment efforts.

In order to improve program identification, Waubonsee Community College designed distinct student uniforms, developed a student handbook, and marketed the program through local radio interviews.

(For additional information regarding identified concerns for this occupation, see the previous section entitled **Responses to Analysis of Information from the 2000 *Follow-Up Study of Fiscal Year 1999 Occupational Program Graduates.***)

Veterinary Technology

Programs that prepare individuals to support veterinarians by providing assistance during animal examinations, administering of treatment, monitoring, keeping animal and health-related records, and by performing a variety of practice-related duties.

Number of Colleges Offering Training	**2**
2000 Follow-up respondents employed or continuing education	**100%**
2000 Follow-up respondents working full-time	**100%**
2000 Follow-up respondents working in related jobs	**100%**

Results of This Year's Program Review: One college reported plans to continue its veterinary technology program with minor improvements.

Program Need: Statewide employment of veterinary technologists is expected to increase by 5.8 percent, according to the Illinois Department of Employment Security's *Employment Projections 2008*, with an average of 23 annual job openings. There is also strong national demand for graduates. According to the American Veterinary Medical Association in 1999, there were 133 graduate veterinary technicians looking for jobs and 4,165 job openings on file. Local demands remain high due to increasing rate of pay for program graduates and because of job availability. Data from Parkland College's program indicates a steady enrollment in the last five years and a high number of completers.

Program Cost: Since there is only one community college in Illinois with graduates of the program, there is not sufficient information to evaluate the program cost per college. Instructional costs at Parkland College are somewhat higher for this program than for the overall average for other programs at the college.

Program Quality: Program strengths include excellent faculty and students, an extensive summer practicum, quality curriculum, accessibility, state-of-the-art facilities, and a diverse advisory committee. Program concerns include competition from local programs and with students' outside work commitments, resulting in problems with retention.

Parkland College has addressed the issues above by hiring a recruiter for health programs and adding a course in practice management to assist with time management and life skills development. Innovations in the program mostly involve improved technology and collaboration with the University of Illinois' College of Veterinary Medicine.

Occupational Therapy Assistant
Programs that prepare individuals to support occupational therapists by providing assistance in the development of educational, vocational, and recreational programs geared towards the patient's specific rehabilitative needs, assisting during the administering of treatment, monitoring, keeping patient health records and reporting back the patient's progress.

Number of Colleges Offering Training	**12**
2000 Follow-up respondents employed or continuing education	**85%**
2000 Follow-up respondents working full-time	**85%**
2000 Follow-up respondents working in related jobs	**84%**

Results of This Year's Program Review: Eight colleges reported plans to continue their occupational therapy assistant programs with minor improvements, one college reported making significant modifications to its program, one program was discontinued, and one program was scheduled for further review in the coming year.

Program Need: Statewide employment of occupational therapy assistants remains very low, with statewide employment at about 775. According to the Illinois Department of Employment Security, the short-term forecast for this occupation is favorable, due to a growing and aging population and because institutions may hire more occupational therapy assistants instead of therapists in order to reduce costs. According to the Illinois Department of Employment Security's *Employment Projections 2008*, an increase of 33.3 percent in this field could be anticipated. Locally, most Illinois community colleges reported steady enrollment trends and successful employment indicated a need for the program. Several colleges expect that an increase in the availability of program graduates will result in the creation of more OTA positions. Lincoln Land Community College reported annual enrollment increases as high as 74 percent. However, most colleges also expressed a concern over the decreasing applicant pool due to legislative changes to the reimbursement program for Medicare long-term care and skilled nursing facilities.

Program Cost: Most colleges reported that the unit cost data indicates the program operates cost effectively, although costs varied greatly from college to college depending on the age of the program and fluctuating enrollments.

Program Quality: Common program strengths include highly dedicated and qualified faculty, good support from community resources, selective admissions processes, standards-based curriculum, outcomes assessment, and a history of strong positive regard for graduates in the employment community. Common areas of concern include both the quality and the quantity of applicants and curriculum and scheduling issues to accommodate the working student. Fieldwork sites were cited as both strengths and weaknesses, depending on their availability, scope, and locations.

Most colleges reported innovations related to improved instructional technology as a means of addressing the accessibility and quality issues related to their programs. Several colleges also developed mentoring programs for improved fieldwork experiences, such as Parkland College's "Fieldwork Partnerships." South Suburban College has utilized a portfolio for program assessment and for internship courses and work skills development.

(For additional information regarding identified concerns for this occupation, see the previous section entitled **Responses to Analysis of Information from the 2000 *Follow-Up Study of Fiscal Year 1999 Occupational Program Graduates.***)

Physical Therapy Assistant

Programs that prepare individuals to support physical therapists by providing assistance in the development of exercise, massage, and other patient treatments geared towards the patient's specific rehabilitative needs, assisting during the administering of treatment, monitoring, keeping patient health records, and reporting back the patient's progress.

Number of Colleges Offering Training	**14**
2000 Follow-up respondents employed or continuing education	**91%**
2000 Follow-up respondents working full-time	**80%**
2000 Follow-up respondents working in related jobs	**78%**

Results of This Year's Program Review: Six colleges reported plans to continue their physical therapy assistant programs with minor improvements, two programs were discontinued, and two programs were scheduled for further review in the coming year.

Program Need: According to the Illinois Department of Employment Security's *Employment Projections 2008*, an increase of 34.5 percent in this field is anticipated. However, local enrollment and national enrollment trends show declining applications and enrollments for both physical therapy and physical therapy assistant programs.

Program Cost: Most colleges regard the program as cost-effective; however, declining enrollments are likely to increase the cost of the program.

Program Quality: Common program strengths include high placement rates for graduates, strong involvement of advisory committees, support of the clinical community, pass rates for state licensure exams, high student satisfaction, dedicated faculty, and up-to-date facilities. Common areas of concern include lack of marketing efforts and both the quality and the quantity of applicants.

Colleges reported an increase in the use of instructional technology to support this curriculum. To better prepare students for the licensure examination, several colleges implemented licensure examination preparation courses modules. Lincoln Land Community College developed and opened a pro bono physical therapy clinic in fall 2000 to serve uninsured and underinsured members of the community, providing a worthwhile community service and an opportunity for students to have additional hands-on practice under the supervision of program faculty.

(For additional information regarding identified concerns for this occupation, see the previous section entitled **Responses to Analysis of Information from the 2000 *Follow-Up Study of Fiscal Year 1999 Occupational Program Graduates.***)

Physician Assistant

Programs that prepare individuals to manage the treatment of patients in consultation with a physician, including patient interviewing and history-taking, counseling, administering of medication, prescribing routine drugs, preparing medical reports, and providing medical referrals to medical specialists.

Number of Colleges Offering Training	**1**
2000 Follow-up respondents employed or continuing education	**94%**
2000 Follow-up respondents working full-time	**100%**
2000 Follow-up respondents working in related jobs	**100%**

Results of This Year's Program Review: Malcolm X College reported plans to continue its physician assistant program with minor improvements.

Program Need: According to the Illinois Department of Employment Security's *Employment Projections 2008*, an increase of almost 39 percent in this field is anticipated. The U.S. Bureau of

Labor Statistics shows there will be over a 46 percent increase in physician assistant positions through 2006, much higher than the national average of 14 percent. Since there is only one physician assistant program at a community college in Illinois, the program receives more applicants than it can admit.

Program Cost: Malcolm X College reported that this program was cost-effective, with a cost comparatively low for a health science program.

Program Quality: Program strengths include strong community support for clinical opportunities, scholarships and medical advisors, articulation agreement to bridge the program with a four-year institution, curriculum alignment with occupational skills standards, and minority representation in the student population. Areas of concern include a lack of medical reference materials available to students and accessibility to lab space.

Malcolm X College reported quality innovations that include improved equipment and facilities for this program, efforts to review and update the curriculum, and collaboration with the Counseling Department to provide more support services to its students.

Alcohol/Drug Abuse Counseling

Programs that prepare individuals for counseling people with drug addictions and their family members, including diagnosis of addictions; patient education; therapeutic intervention and outreach; record-keeping of counseling sessions and progress reports; and serving as a liaison with community health, social services, law enforcement, and legal service agencies.

Number of Colleges Offering Training	**16**
2000 Follow-up respondents employed or continuing education	**93%**
2000 Follow-up respondents working full-time	**95%**
2000 Follow-up respondents working in related jobs	**79%**

Results of This Year's Program Review: Eight colleges reported plans to continue their alcohol and drug abuse counseling programs with minor improvements, and three programs were scheduled for further review in the coming year.

Program Need: According to the Illinois Department of Employment Security's *Employment Projections 2008*, an increase of 29 percent in this field is anticipated. Most colleges reported steady enrollments.

Program Cost: Most colleges regard the program as cost-effective because there is no expensive equipment required.

Program Quality: Common program strengths include articulation agreements with four-year institutions, strong advisory committees, good clinical sites, high percentages of minority student enrollment, community awareness for program need, and professional accreditation. Areas of concern include traditionally low wages for the field and difficulty in scheduling classes to meet the needs of the students.

Colleges reported creative approaches to course delivery and scheduling and developing more effective marketing strategies. Also noted were efforts to develop improved communication and writing courses.

Psychiatric/Mental Health Services Technician

Programs that prepare individuals for assisting in the counseling and treatment of people with psychological disorders covering a wide range of mental health issues, including substance abuse, suicide, eating disorders, stress management, and self-esteem.

Number of Colleges Offering Training	**6**
2000 Follow-up respondents employed or continuing education	**88%**
2000 Follow-up respondents working full-time	**50%**
2000 Follow-up respondents working in related jobs	**33%**

Results of This Year's Program Review: Six colleges reported plans to continue programs in psychiatric/mental health services technician with minor improvements, and one program was scheduled for further review in the coming year.

Program Need: According to the Illinois Department of Employment Security's *Employment Projections 2008*, a decrease of around 5 percent in this field is anticipated. Local enrollment varies depending upon the program and local employment fluctuations. Several colleges reported a decrease in both enrollments and completions.

Program Cost: Most colleges regard the program as cost-effective since income consistently exceeded expenses. Although some colleges relied heavily on adjunct faculty, others had a high percentage of full-time faculty in this program and still found the program to be cost-effective.

Program Quality: Program strengths include variety and flexibility of programs offered and experienced faculty. Completion rates were often cited as an area of concern for these programs. Harold Washington College has increased its early advising for students in this program, requiring them to research the field prior to declaring their program choice in order to attempt to increase retention.

Developmental Disability Aide

Programs that prepare individuals for assisting therapists, nurses, lab technicians and other allied health personnel develop realistic goals, in life and work, for persons with disabilities.

Number of Colleges Offering Training	**3**
2000 Follow-up respondents employed or continuing education	**N/A**
2000 Follow-up respondents working full-time	**N/A**
2000 Follow-up respondents working in related jobs	**N/A**

Results of This Year's Program Review: McHenry County College reported plans to continue its developmental disability aide program with minor improvements.

Program Need: Due to high employee turnover rates, local direct care facilities indicated a constant need for habilitation aides.

Program Cost: McHenry County College regards the cost of this program to be slightly higher than average because of IDPH requirements, the low number of students served, and the prescribed clinical ratio of one clinical instructor per eight students.

Program Quality: The strengths of the program at McHenry County College include experienced and dedicated faculty, excellent employment outlook, and potential for increased wages for program completers. Fluctuations in enrollment and limited clinical sites were listed as areas of concern for the program. McHenry is currently exploring certificate 2+2 and Tech Prep options, an eight-week completion session, alternating clinical sites, a formal outcomes assessment plan, increasing its advisory committee membership, a pro-active recruitment plan, and permanent leadership to improve institutional and instructional support.

Pharmacy Technician

Programs that prepare individuals to support pharmacists by providing assistance during patient consultation, counter dispensing operations, prescription preparation, keeping patient medical records information, and other clerical or clinical duties as assigned.

Number of Colleges Offering Training	**5**
2000 Follow-up respondents employed or continuing education	**93%**
2000 Follow-up respondents working full-time	**75%**
2000 Follow-up respondents working in related jobs	**92%**

Results of This Year's Program Review: Two colleges reported plans to continue their pharmacy technician programs with minor improvements, two programs were significantly modified, two programs were discontinued, and one program was scheduled for further review in the coming year.

Program Need: According to the Illinois Department of Employment Security's *Employment Projections 2008*, an increase of only 6.9 percent in this field is anticipated. However, local employers often indicate a shortage, both locally and nationally, of pharmacy technicians. Employment of pharmacy technicians is expected to grow due to the increased pharmaceutical needs of a larger and older population. Since professional certification is not required for employment, some colleges reported a decrease in enrollment and program completion.

Program Cost: Most colleges regard the program as cost-effective. Two programs (South Suburban College and Malcolm X College) accredited by the American Society of Health-System Pharmacists (ASHP) have higher costs due to the required equipment, technology, and computerization of their model curriculum. Other colleges have experienced higher costs because of curricular changes and low enrollments.

Program Quality: Common program strengths include high pass rates on certification examinations, dedicated faculty, involved advisory committees, improved technology, and excellent

clinical agencies. Two colleges have established a laboratory pharmacy on-site. Low enrollments and need for improved equipment and technology were often cited as program weaknesses. Lack of incentive to complete the program was also considered an area of concern.

Innovations in this program area include the addition of dual credit courses and professional lobbying to require education for all pharmacy technicians.

Biological Technology
Chemical Technology
Programs that prepare individuals to support biologists, chemists, and related scientists in laboratory experiments, testing, manufacturing, and industrial settings and educational studies.

Number of Colleges Offering Training	**5**
2000 Follow-up respondents employed or continuing education	**N/A**
2000 Follow-up respondents working full-time	**N/A**
2000 Follow-up respondents working in related jobs	**N/A**

Results of This Year's Program Review: Four colleges reported plans to continue their programs with minor improvements, and one college plans to schedule the program for further review in the coming year.

Program Need: Statewide employment forecasts for careers related to training in *Biological/Chemical Technology* are mixed. According to the Illinois Department of Employment Security, industries most likely to employ trained professionals from these programs, including *Engineering and Management Services* and *Food and Kindred Products*, are expected to have more than 42,000 job openings through 2008. However, other related industries, such as *Chemicals and Allied Products* and the *Federal Government*, are expected to reduce their workforce during the same time period. Additionally, through 2008 the total number of average job openings related to these training programs are very small. *Inspectors/Testers/Graders/Samplers* are expected to average 326 annual job openings, while *Chemical Technicians* and *Biological Technologists* are expected to average only 82 and 47 annual job openings, respectively. The colleges reported level or decreasing enrollments due to poor marketing and recruitment, high student mobility between programs, and students entering the job market prior to program completion. The demands for chemical technologists is high in Lake County because of the growing number of local job opportunities in the chemical industry and with pharmaceutical companies.

Program Cost: Colleges report that, although these programs require significant amounts of laboratory time and equipment to operate, most are able to share materials and space with other related science programs, thus reducing the program specific costs. In general, the programs are costly, but reported as effective for their intended purposes.

Program Quality: Common program strengths reported by the colleges include well-qualified faculty members, available certification for program completers, properly equipped and maintained laboratories, and new computer technology used for drill work. Program weaknesses include low

and/or sporadic enrollments, poor program marketing, and a difficulty integrating available technology into existing curricula. Program improvements included increased marketing efforts, equipment upgrades, strengthening the role of the advisory committees, and the investigation of AAS options.

Nuclear Power Technology

Programs that prepare individuals to support operating engineers and/or related scientists that operate nuclear reactors, including the handling, processing, and disposal of nuclear materials.

Number of Colleges Offering Training	**1**
2000 Follow-up respondents employed or continuing education	**N/A**
2000 Follow-up respondents working full-time	**N/A**
2000 Follow-up respondents working in related jobs	**N/A**

Results of This Year's Program Review: Joliet Junior College, the only college that offers a program in Nuclear Power Technology, plans to continue the program implementing minor improvements.

Program Need: The Joliet Junior College *Nuclear Power Technician* program is a model public-private cooperative effort delivered in collaboration with the power industry. It serves a large geographic region in cooperation with four nuclear generating stations. Enrollment has been fairly steady over the past three years. However, given its unique nature in the state, it is difficult to examine based on the standard review criteria.

Program Cost: The program is considered cost-effective by Joliet Junior College based on direct cost information.

Program Quality: This program is run in collaboration with area nuclear power stations and meets the requirements of the Nuclear-Regulatory Commission for Operator Training. Joliet Junior College plans to continue to review and revise the curricula in order to remain current with industry standards.

Masons and Tilesetters
Carpenters

Programs that prepare individuals for careers as masons/tilesetters or carpenters. Duties of a mason include laying and setting brick, concrete block, hard tile, and marble in industrial, commercial, and residential construction. Carpenters lay out, build, and repair wooden structures and fixtures in industrial, commercial, and residential construction.

Number of Colleges Offering Training	**8**
2000 Follow-up respondents employed or continuing education	**98%**
2000 Follow-up respondents working full-time	**98%**
2000 Follow-up respondents working in related jobs	**94%**

Results of This Year's Program Review: All seven colleges reporting plan to continue their programs implementing minor improvements.

Program Need: Statewide employment forecasts for careers related to training in *Masonry* and *Carpentry* are very favorable. According to the Illinois Department of Employment Security, industries most likely to employ trained professionals from these programs, including *Special Trade Contractors* and *General Building Contractors*, are expected to have more than 33,000 job openings through 2008. Further, IDES data project an increase in employment for specific occupations related to these training programs, including a 24 percent increase for *Brickmasons*, a 20 percent increase for *Stonemasons*, a 14 percent increase for *Construction Trade Workers*, and a 10.3 percent increase for *Carpenters* through 2008. Almost all colleges reported a strong demand from the program based on enrollments, completions, and job placements.

Program Cost: Colleges report that programs in Masonry and Carpentry are very cost-effective. Reasons cited include the ability to share costs among different college apprenticeship programs and, as is the case at Rock Valley College, partnering with trade groups to pay costs associated with salaries, training, and supplies.

Program Quality: Common program strengths reported by the colleges include well-qualified faculty members who are working professionals in the field, excellent employment opportunities for current students, strong involvement/leadership from local trade groups, and a diverse student body. Program weaknesses include low enrollment levels, a general disconnection between program students and campus student support service offerings (tutoring services, etc.), and the relatively low number of students who choose to complete the full program (i.e., students who choose to enter the trades/industry prior to program completion).

Specific program improvements include developing better data and fiscal monitoring processes, breaking programs into a series of short-term certificates at the College of Lake County, and building new facilities at John A. Logan College.

Enterprise Management and Operations
Programs that prepare individuals to perform development, marketing, and management functions associated with owning and operating a business.

Number of Colleges Offering Training	**15**
2000 Follow-up respondents employed or continuing education	**100%**
2000 Follow-up respondents working full-time	**87%**
2000 Follow-up respondents working in related jobs	**75%**

Results of This Year's Program Review: Five colleges reported plans to continue their programs in Enterprise Management and Operations implementing minor improvements, one college plans to significantly modify the program, two colleges plan to schedule the programs for further review in the coming year, and one college reported the program will be withdrawn.

Program Need: Statewide employment in the area of Enterprise Management and Operations is expected to increase through the year 2008. IDES projects an increase in employment for occupations related to this training program, including a 13.3 percent increase in employment for *Administrative Services Mangers* and a 14.6 percent increase in employment for *General Mangers & Top Executives*. Average annual job openings for these professions, through 2008, are expected to reach 7,000. Available IDES data through 2008 clearly forecasts an increased employment need in the industry sectors most likely to utilize professionals from this field. These sectors include *Wholesale Trade, Durable Goods* (5.6 percent increase), *Business Services* (53.5 percent increase), and *Engineering and Management Services* (23.2 percent increase).

Local community colleges report that these programs enjoy stable enrollment levels, high course completion rates, and a strong connection with local new business formations.

Program Cost: Generally, the colleges reported that these programs were cost-effective and often below the statewide unit cost average. Reasons for the low costs include using courses that often satisfy other degree program requirements, a lack of necessary lab equipment, and the use of adjunct faculty. South Suburban College reported that its program was on the higher end of the unit cost scale due to a recent restructuring of the program curriculum.

Program Quality: Common program strengths reported by the colleges include employing instructors that are experienced small business owners, forging strong partnerships with the Small Business Administration and various regional economic development centers, and utilizing flexible delivery methods to better address the needs of the community. Program weaknesses include a lack of program visibility/awareness in the districts, fluctuating enrollments (depending particularly on the state of the economy), and the difficulty keeping programs relevant to new entrepreneurs.

Specific program improvements mentioned by the colleges include Waubonsee Community College increasing its marketing effort, South Suburban College seeking to link the program with Tech Prep articulation/pathways, and a review of outcomes assessment data by McHenry County College.

Hospitality Management
Hotel/Motel and Restaurant Management
Programs that prepare individuals to manage operations and facilities that cater to the traveling public, including hotel and lodging facilities, food services, travel and tourism operations, and recreation facilities. Includes purchasing, storage and control of inventory, facilities design and service planning, hospitality regulations, facilities and event promotion, and financial management.

Number of Colleges Offering Training	**15**
2000 Follow-up respondents employed or continuing education	**90%**
2000 Follow-up respondents working full-time	**87%**
2000 Follow-up respondents working in related jobs	**80%**

Results of This Year's Program Review: Eight colleges reported plans to continue their programs implementing minor improvements, two colleges plan to schedule the programs for further review

in the coming year, and four colleges reported withdrawing their programs. It should be noted that both colleges that offer programs in Hospitality Management (CIP 520901) reported the desire to withdraw the programs.

Program Need: Statewide employment forecasts for careers related to training in *Hospitality Management* and *Hotel/Motel and Restaurant Management* are very favorable. In general, the industries most likely to employ trained professionals from these programs (*Eating and Drinking Places, Hotels and Motels,* and *Health Services*) are expected to have over 164,000 job openings through 2008, according to the Illinois Department of Employment Security. Further, IDES data project an increase in employment for specific occupations related to these training programs, including a 17.2 percent increase in employment for *Food Service & Lodging Managers* and a 20.3 percent increase in employment for *Service Supervisors/Managers* through 2008. Local demands varied greatly, with the highest growth for hospitality industry employment occurring in the northwest suburbs. However, employment of program graduates was consistently high, even in those areas experiencing low enrollments.

Program Cost: Generally, the costs associated with these programs were higher than statewide averages, and even local peer group averages. This trend is often attributed to the relatively small class sizes combined with the need for specialized equipment/laboratory work. Oakton Community College expressed concerns that its program cost would continue to rise due to declining enrollments. However, colleges have been able to institute various cost-cutting measures in order to keep these programs operating within an acceptable unit cost range. Harold Washington College utilizes faculty members from various departments to teach courses in these programs, thus reducing the number of dedicated faculty members necessary. Black Hawk College has partnered with colleges outside of Illinois in order to achieve efficiency in programming.

Program Quality: Common program strengths reported by the colleges include strong connections with area employers/industry support, instructors with relevant industry experience, the high earning potential for program completers, and curriculum connections to pertinent industry certifications. Program weaknesses include low program enrollments, a lack of community awareness about the programs (and misconceptions that the programs lead to "low-end" food service work), and a shortage of employers actively seeking to hire credentialed staff.

Specific program improvements mentioned include a general desire to increase the effectiveness of program- specific marketing campaigns (to increase enrollments). Additionally, Triton College is planning a partnership with Roosevelt University and local high schools to explore ways to better articulate the different program levels, and Oakton Community College intends to expand its industry linkages by offering courses on-site at one of the major hotel chains in the district.

Human Resource Management

Programs that prepare individuals for planning and administering personnel policies that attract and retain employees in an organization, including recruiting, interviewing and hiring job applicants, counseling employees, planning wage and salary scales, developing job descriptions and classifications, and benefits management.

Number of Colleges Offering Training	**9**
2000 Follow-up respondents employed or continuing education	**100%**
2000 Follow-up respondents working full-time	**100%**
2000 Follow-up respondents working in related jobs	**83%**

Results of This Year's Program Review: Three colleges reported plans to continue their Human Resource Management programs implementing minor improvements, and two colleges reported withdrawing their programs.

Program Need: Statewide employment forecasts for careers related to training in Human Resource Management are very favorable. In general, the industries most likely to employ trained professionals from these programs (*Membership Organizations, Business Services, Insurance Carriers, Engineering and Management Services, and Health Services)* are expected to have over 1.6 million job openings through 2008, according to the Illinois Department of Employment Security. Further IDES data project an increase in employment for specific occupations related to these training programs, including a 16.8 percent increase in employment for *Human Resource Mangers*, a 15.6 percent increase for *Labor Relations Specialists*, and a 10.33 percent increase for *Employment Interviewers* through 2008. Colleges report steady to above average enrollment growth in this program, but recognize that job growth could be limited by the use of computerized human resource MIS systems and by corporate downsizing and restructuring.

Program Cost: The colleges that plan to continue programs in Human Resource Management report that they are below state and peer-group cost averages and, therefore, considered to be cost-effective. At Lewis & Clark Community College, for example, all of the requirements for its Human Resource Management program can also be used to satisfy AAS degree requirements in Management, which has helped to keep costs significantly lower.

Program Quality: Common program strengths reported by the colleges include good employment potential for program completers, strong support of industry partners, and curriculum content and short-term certificate requirements that reflect current industry needs. Program weaknesses include low program enrollments and a lack of community awareness/marketing for the programs.

Specific program improvements mentioned include Moraine Valley Community College's attempt to focus program outcomes on employment and augmenting the role of program advisory committees at Carl Sandburg College.

(For additional information regarding identified concerns for this occupation, see the previous section entitled **Responses to Analysis of Information from the 2000 *Follow-Up Study of Fiscal Year 1999 Occupational Program Graduates.***)

International Business
Business Marketing/Marketing Management
Programs that prepare individuals for a broad base of business leadership positions. These generally include management opportunities with international business firms and/or import and

export sales, as well as positions that oversee the development of product audiences and moving products from producers to consumers. Skills include market research and demand analysis, consumer interest surveying, cost-benefit analysis, foreign operations, international marketing, and public relations.

Number of Colleges Offering Training	**6**
2000 Follow-up respondents employed or continuing education	**80%**
2000 Follow-up respondents working full-time	**100%**
2000 Follow-up respondents working in related jobs	**75%**

Results of This Year's Program Review: All four colleges reporting plan to continue their International Business programs implementing minor improvements.

Program Need: Statewide employment forecasts for careers related to training in *International Business* are very favorable. In general, the industries most likely to employ trained professionals from these programs (*Wholesale Trade, Durable and Non-Durable Goods,* and *Business Service*) are expected to have over 260,000 job openings through 2008, according to the Illinois Department of Employment Security. Further, IDES data project an increase in employment for specific occupations related to these training programs, including a 20.4 percent increase in employment for *Financial Specialists*, a 20.8 percent increase in *Advertising/Marketing/Promotions/PR/Sales Managers*, and a 11.2 percent increase for *Communications/Transportation/Utility Managers* through 2008. Colleges reported difficulty in accessing program need since these programs are not designed to fill a specific job opening, but rather are designed to provide management strategies and hands-on skills that are necessary in a global market. Colleges projected increases in enrollments due to the increasingly global nature of business and as a result of increased opportunities in distance learning.

Program Cost: Costs for these programs are generally low compared to statewide and peer-group averages for all occupational programs. This is due, in part, to the efforts of individual colleges that seek to defer costs by sharing resources and forming partnerships. McHenry County College, for example, delivers selected courses at area businesses, and Black Hawk College offers certain seminars as directed study in order to be cost-effective.

Program Quality: Common program strengths reported by the colleges include strong adjunct faculty with relevant business experience, well integrated credit and noncredit planning, and time-shortened program sequences to accommodate working students. Program weaknesses include a lack of full-time faculty with related experience and competition from other seminar providers.

Specific program improvements mentioned include Parkland College's plans to develop a partnership with an overseas company, and the development of on-line delivery formats for five courses now serving the international trade program at Black Hawk College.

Real Estate

Programs that prepare individuals to develop, buy, sell, appraise, and manage real property, including land use development, real estate law, marketing procedures, and brokerage.

Number of Colleges Offering Training	**26**
2000 Follow-up respondents employed or continuing education	**N/A**
2000 Follow-up respondents working full-time	**N/A**
2000 Follow-up respondents working in related jobs	**N/A**

Results of This Year's Program Review: Twelve colleges reported plans to continue their Real Estate programs implementing minor improvements, and four colleges reported withdrawing their programs.

Program Need: Statewide employment forecasts for careers related to training in *Real Estate* are favorable. In general, the Real Estate industry is expected to have over 5,700 job openings through 2008, according to the Illinois Department of Employment Security. Further, IDES data project an increase in employment for specific occupations related to these training programs, including a 15.7 percent increase in employment for *Property/Real Estate Managers*, a 12.9 percent increase in *Real Estate Appraisers*, and a 12.7 percent increase for *Real Estate Brokers* through 2008. Local enrollment figures varied depending upon the rate of local economic and population growth. Most colleges reported an increase in enrollment between 8 percent and 11 percent, with some areas expecting high demands for real estate professionals in the next few years.

Program Cost: Costs for these programs are consistently low compared to statewide and peer-group averages for all occupational programs. Colleges attributed low costs to the fact that they are able to recruit qualified adjunct faculty members employed in the Real Estate field. Additionally, typical Real Estate programs do not require expensive lab equipment or specialized computer hardware to operate.

Program Quality: Common program strengths reported by the colleges include strong adjunct faculty members who are current and experienced Realtors, program curricula that is based on the Real Estate License Act of 2000 and leads to licensing, and flexible class schedules. Program weaknesses include low completion rates due to students opting to sit for licensing exams without completing the program, high levels of clerical support needed to maintain state certification, and the many curricula changes required by the Office of Banks and Real Estate.

Specific program improvements mentioned include exploring ways to breakdown the AAS degree in Real Estate at Lincoln Land Community College in favor of shorter-term certificates, integrating e-presentation (PowerPoint) skills into existing College of DuPage curricula, and investigating the on-line course delivery options for programs at Triton College.

Teacher Assistant/Aide

Programs that prepare individuals to assist elementary and secondary teachers in the classroom by supervising children, providing clerical support activities, and by assisting in instructional activities outlined by the teacher.

Number of Colleges Offering Training	**20**
2000 Follow-up respondents employed or continuing education	**94%**
2000 Follow-up respondents working full-time	**73%**
2000 Follow-up respondents working in related jobs	**71%**

Results of This Year's Program Review: Twelve colleges plan to continue their programs in Teacher Assisting implementing minor improvements, and one college will discontinue its degree and certificate programs.

Program Need: Statewide employment of teacher assistants/aides is expected to grow by 12.7 percent through 2008 according to the Illinois Department of Employment Security's *Employment Projections 2008*. The colleges reported steady enrollments in the program, but low and/or declining numbers of completers. Colleges indicated two reasons for low completion rates. First, a certificate or degree is typically not required for the occupation. Current state statutes do not require a specific educational credential beyond 30 semester credit hours of college work for employment of teacher aides in public schools outside of Chicago. In Chicago, a minimum of a high school diploma is required for teacher aides, and an associate degree is required for teacher assistants. Second, students often decide to pursue a degree in education. The colleges indicated no difficulty in placing program completers in public schools or other education-related settings.

Program Cost: In general, colleges indicated that their programs are cost-effective. Most of the courses in the programs are general education core courses or transfer courses associated with other programs, so there are no additional costs for this program. Danville Area Community College noted higher than average program costs due to slowly declining enrollment and the salary of a full-time instructor. All of the colleges indicated that programs are cost-effective.

Program Quality: Common program strengths identified by the colleges include faculty who are also practitioners, good placement outcomes in public schools, curricula that include many transfer courses, use of flexible scheduling and delivery methods to increase accessibility, and many nontraditional students who use the program to re-enter the workforce. Identified program weaknesses include low completion rates, low pay in the occupation which is a barrier to student recruitment and retention, and lack of a required credential for the occupation. Malcolm X College is discontinuing its AAS degree program in Child Development Elementary Education Teacher Aide because the local job market does not support the associate degree level of training in the field.

Specific quality improvements reported by the colleges include Lewis & Clark Community College's work with Four Rivers Special Education Cooperative to develop coursework specifically for individuals who will work as special education teacher aides. Shawnee Community College designed its Teachers Aide Certificate as the first year of its two-year Early Childhood Education program to provide students with an early exit point, as well as the opportunity to continue for an associate's degree. Similarly, Lincoln Trail College offers an AAS degree in Early Childhood Education and is proposing a 32 semester credit hour certificate to allow an exit point to employment after one year.

(For additional information regarding identified concerns for this occupation, see the previous section entitled **Responses to Analysis of Information from the 2000 *Follow-Up Study of Fiscal Year 1999 Occupational Program Graduates.***)

Child Care and Guidance Workers and Managers
Programs that prepare individuals for providing care for infants, toddlers, and pre-school age children in daycare centers and in-home daycare settings, including planning, organizing, conducting, and monitoring meaningful play and learning activities; record-keeping; and referral procedures.

Number of Colleges Offering Training	**45**
2000 Follow-up respondents employed or continuing education	**95%**
2000 Follow-up respondents working full-time	**84%**
2000 Follow-up respondents working in related jobs	**84%**

Results of This Year's Program Review: Thirty-eight colleges reported plans to continue their programs in Early Childhood Education implementing minor improvements, four colleges have scheduled programs for subsequent review during fiscal year 2002, and one college will withdraw its certificate program to prepare professional nannies.

Program Need: Statewide employment of child care workers is expected to increase by 13.6 percent according to the Illinois Department of Employment Security's *Employment Projections 2008*. Other statistics support the need for trained child care workers. According to the Department of Labor, the fastest growing segment of the population entering the workforce is mothers of children below the age of three. Statistics from the Children's Defense Fund show that 64 percent of mothers with children below the age of six are in the labor force. Also, from 1997 to the present, there has been a 15 percent increase in licensed child care centers in the United States. All of the colleges reporting indicated stable or increasing enrollments in their programs and a comparatively low number of completers. Colleges cited several reasons for the low number of program completers. First, many students who begin in the Early Childhood Education associate degree program transfer to a baccalaureate education program prior to completion of the associate's degree. Second, requirements for employment in Illinois are often lower than college program requirements. For example, the Department of Child and Family Services (DCFS), the agency that regulates day care licensing in the state, requires both day care assistants in a licensed facility and group day care home providers to have at least six semester credit hours of early childhood education courses. To be certified as a director of a licensed day care facility, an individual must have an associate's degree in any area, with 18 semester credit hours in child care. Finally, the early childhood education profession continues to be a low-paying occupation, which presents a barrier to both recruitment and retention.

Nevertheless, many colleges indicated an expectation that enrollments and completions in early childhood programs will increase over the next few years due to both increasing demand and efforts of the federal and state governments to address low wages and high turnover in this critically important profession. The federal Head Start program recently mandated that at least 50 percent of its teachers have a minimum of an associate degree in early childhood education by 2003. Through the Illinois Great Start Program, child care workers who complete a certain level of educational coursework are entitled to semi-annual salary bonuses provided by the state. Another program, TEACH (Teacher Education and Compensation Helps), encourages child care workers to continue education by providing scholarships and paid job release time for class attendance.

Program Cost: Colleges indicated that early childhood education programs are cost-effective as measured by unit costs, revenue/expenditure ratios, and other factors.

Program Quality: Common program strengths identified by the colleges include dedicated, well-qualified faculty who are involved in professional organizations and advocacy for better wages and professionalism of the occupation; excellent student placement rates; programs designed for maximum transferability; good relations with community child care organizations; active advisory committees; and articulation with high school programs and dual credit. A number of colleges operate child care centers on campus and indicate this is a program strength because it provides a site for practicum opportunities, demonstration, and training. Richard J. Daley College, College of DuPage, William Rainey Harper College, Rend Lake College, Parkland College, Illinois Valley Community College, Carl Sandburg College, and Moraine Valley Community College all reported that their child care centers are accredited by the National Association for the Education of Young Children. Program weaknesses identified included low completion rates; difficulty accessing appropriate sites for workplace experiences (for those colleges that do not have lab schools); low salaries in the field; issues of transferability of courses to four-year programs; and, for some colleges, a lack of appropriate options, most notably infant/toddler programs.

Colleges reported many specific quality improvements. An Illinois Directors' Credential has been developed and is administered by the Illinois Network of Child Care Resource and Referral Agencies. The credential requires a degree and specific coursework in both early childhood and school age programming, and is available at three levels of education and experience. As the credential is new, very few institutions have achieved approval to offer it. Moraine Valley Community College and Rend Lake College report they are approved to offer Level I of the credential, and Black Hawk College indicated it is "involved in the IDC initiative." In addition, Southeastern Illinois College, Southwestern Illinois College, Lincoln Land Community College, and Triton College all indicate they are seeking approval to offer the certificate. Highland Community College, South Suburban College, and Lewis & Clark Community College all indicated a need to improve students' reading and math skills. Highland Community College prescribes applied learning classes in Communications and Information Systems for students in the major as appropriate. The program coordinator at Kaskaskia College and the college's Career Center are forming a base for child care substitute teaching opportunities in the district. McHenry County College also has a Substitute Project that is used as a way to help students gain experience and build relationships with directors of day care facilities in the district. Several colleges reported plans to revise curricula to align with various credentials and to develop short-term certificates. For example, Highland Community College sequenced its programs to align with DCFS standards for credentials. The initial certificate may be completed in less than one year and is consistent with DCFS standards for the Child Development Associate credential. The next certificate builds on the first certificate and adds work leading to a qualified teacher credential. The AAS degree includes all coursework from the two certificates and additional specialization to enhance teaching skills or to meet DCFS Center Director credential requirements. Kankakee Community College will add new mini-certificates to the program, and program staff will visit every area employer of early childhood professionals at least once a year to share information about classes and curriculum.

Summary of Analyses of Occupational Program Reviews and Recommendations

Occupational program review summaries for fiscal year 2001 provided strong evidence that the colleges are using their human capital wisely. Colleges consistently identified strengths of their programs as knowledgeable faculty who have good relationships with related business, industry, and professions, which contributes to the development of relevant curriculum with quality work-based learning experiences. Lack of up-to-date equipment and/or technology is a continuing challenge for many of the programs reviewed.

In general, the occupational program areas that were reviewed during fiscal year 2001 remain strong as evidenced by information about need, cost, and quality. However, low-wage occupations continue to be a concern and a challenge for the colleges. For the fiscal year 2001 program reviews, Teacher Assisting, Diesel Engine Repair, Human Resource Management, and Medical Assisting were all identified as occupations with low entry-level salaries based on responses on the survey of fiscal year 1999 graduates. Some of these are high-need occupations, and demand for programs in college districts is evident. The challenge for colleges that offer these programs is to ensure that students are made aware of the earnings potential of the occupations. Whenever appropriate, colleges should also counsel students about opportunities/programs that build on entry-level skills and lead to advancement in the occupation.

Low numbers of completers continues to be a concern in many occupational areas for accountability purposes. Program completion is used as a performance indicator in accountability for Perkins funding and for the Workforce Investment Act. Once these accountability systems are fully implemented, they will tie funding to performance. Colleges are addressing low program completions in a number of ways, including restructured curricula, development of short skill-specific certificate programs, more intensive student advising, and the use of enhanced data systems. As a result of indications from the colleges of a strong need to develop more short-term certificates, ICCB staff developed and implemented a streamlined approval process for short-term certificates to support colleges in their efforts to respond to this need. However, efforts must continue to address this issue, particularly the quality of the data that is collected regarding student intent and program completion. **It is recommended that colleges continue to examine policies, practices, and data collection systems to ensure that they support the collection and reporting of the most accurate possible data on student intent and program completion. It is also recommended that issues of data quality be addressed as part of regional and/or state workshops ICCB and ISBE staff will develop to support colleges in meeting requirements of Perkins legislation for occupational programs.**

During its retreat in December 2000, members of the Illinois Community College Board identified as one of their priorities the enhancement of the community college role in teacher preparation. Two program areas reviewed during fiscal year 2001, Teacher Assisting and Early Childhood Education, relate directly to this priority. There is a critical need for well-prepared individuals to fill these positions across the state. These programs can and should also serve as pathways to teacher education for many students, particularly in urban and other high-need areas of the state. The colleges' reports identified a number of challenges these programs face, including low wages,

minimal requirements for the profession which contribute to low completion rates, and articulation with teacher education programs. ICCB staff will factor these issues into their work with other state and national agencies and organizations as they advocate for recognition and expansion of the community college role in teacher preparation.

Summary and Conclusions

This report highlights and summarizes accountability activities and initiatives submitted by Illinois' 48 community colleges in their Accountability/Program Review Reports for Fiscal Year 2001. The reports submitted by the colleges provide evidence of the ongoing review processes that are in place to ensure that high levels of quality and productivity are achieved for programs and services that best support each college's mission. Through program review, the colleges examine targeted program areas and services to assess their ability to meet their intended purpose in a cost-effective, high-quality manner. Each year, colleges also address selected focus areas of particular relevance to state-level issues and concerns.

The two primary sections of this report include **Accountability Special Focus Areas and Analyses of the Results of Fiscal Year 2001 College Program Reviews.** Topics considered in the Accountability Special Focus section this year include the Revised ICCB Recognition Process – Quality Indicators for Program Review and Performance-Based Incentives – District-Based Goal. Programs in five academic disciplines; 43 occupational program areas; and in Adult Education and Family Literacy, English-as-a-Second Language, and Developmental Education, are examined in the *Results of Fiscal Year 2001 College Program Reviews*. Highlights of the findings of the report follow:

Accountability Special Focus Areas

Revised ICCB Recognition Process – Quality Indicators for Program Review

- Indicators related to the accountability/program review process are a major part of the quality component that has been introduced into the revised recognition process. Accordingly, colleges were asked to evaluate their accountability/program review processes in light of the Indicators of Quality in Recognition Standard 1: Accountability to determine what, if any, improvements are needed to ensure that all aspects of the process meet or exceed expected standards of quality.

- Regarding Program Review Requirements, nearly every college reported that required elements are in place. A few colleges identified areas of the process that need improvement. Others indicated that while the current process meets all requirements, improvements will be made to further enhance the process.

- Regarding the Overall Program Review Process, college reports provided evidence that the colleges' overall program review processes support the development and continuous

improvement of programs and services offered to the citizens of Illinois. Recommendations for improvement included identification of additional constituencies to be involved in the process, addition of staff to enhance collection and analysis of data to support program review, and greater emphasis on assessment of student learning.

- Regarding the Quality Indicators of Program Need, Quality and Cost-Effectiveness, colleges reported that their program reviews include, and often exceed, the basic indicators and requirements. Identified areas of concern included the need to increase response rates for follow-up surveys, obtaining and using job placement data, and the use of assessment in program review.

Performance-Based Incentives – District-Based Goal

- The ICCB performance-based funding pilot project is entering its fourth year. The pilot model is a two-tier model that includes (1) measures that reflect statewide goals for community colleges, and (2) district-specific measures in three goal areas that reflect autonomy, mission differentiation, and community needs.

- The Performance-Based Incentive System was funded at $1 million for fiscal year 1999, $1.5 million for fiscal year 2000, $2 million for fiscal year 2001, and $2 million for fiscal year 2002.

- Peer Review Panels are currently evaluating the college reports of progress made toward district-based goals during fiscal year 2001. Detailed information on the results of the district-based goal reports for fiscal year 2001 will be presented to the ICCB at a later date.

Instructional Program Review

- Annual reporting of the results of program reviews is a major accountability effort by the colleges that began in 1983. The review is based on three criteria: program need, program cost, and program quality. Programs are reviewed at least once every five years.

- During fiscal year 2001, colleges reviewed a total of 162 academic disciplines, 70 adult and developmental education and English-as-a-Second Language programs, and 680 occupational programs.

- Findings of the reviews of academic disciplines indicated adequate need and cost-effectiveness. Quality enhancements included improvements to address remediation, retention, access to courses, and increasing applications of technology to increase student access to courses, communication with students and among colleagues, and to facilitate student learning.

- Reviews of Adult Education and Family Literacy, English-as-a-Second Language, and Developmental Education programs indicated that strong need for the programs continues. Although serving an at-risk population requires the provision of numerous support services

and technological support, the colleges indicated that the program are cost-effective. In general, retention and success rates for Adult Education and Family Literacy and English-as-a-Second Language programs have increased over the reporting period while retention and success rates for Developmental Education have been mixed among the colleges. Quality enhancements included an increased number of full-time faculty, more faculty and staff development opportunities, and plans to improve tracking of students as they leave these programs and progress to college-level courses.

- As a result of reviews of occupational programs, 542 programs were continued with minor changes, nine programs were significantly modified, 70 programs were scheduled for further review during fiscal year 2002, and 66 programs were identified for elimination.

- The most commonly identified strengths for occupational programs were knowledgeable and experienced faculty, active advisory committees, quality internship and work-based learning opportunities, and positive relationships with employers and the community. For some of the programs reviewed, articulation with high schools and four-year programs is a strength, and for other programs, equipment donations is a strength. The most commonly identified weaknesses were low enrollments, low completions, low wages for some occupations, and the high cost of purchasing equipment and keeping it up-to-date.

- The low number of completers in occupational programs remains a concern for most colleges. It is a particular concern for Teacher Assistant/Aide and Early Childhood Education programs, as there is a critical need for well-prepared individuals to fill these positions across the state. A second concern related to these two program areas is articulation with teacher education programs. These programs should be part of a recruitment pipeline for teachers, especially in high-need areas of the state. ICCB staff will factor these issues into their work with other state and national agencies and organizations as they advocate for recognition and expansion of the community college role in teacher preparation.

Recommendations. As a result of the findings in the report of *Accountability and Productivity in Illinois Community Colleges Fiscal Year 2001*, the following is recommended:

ICCB staff should convene one or more work groups of college representatives during fiscal year 2002 to examine the accountability/program review information reported annually and make recommendations for enhancements to the process to provide increased accountability, with particular attention to Perkins performance indicators and program outcomes assessments.

Colleges should continue to examine policies, practices, and data collection systems to ensure that they support the collection and reporting of the most accurate possible data on student intent and program completion. In addition, issues of data quality should be addressed as part of regional and/or state workshops ICCB and ISBE staff will develop to support colleges in meeting requirements of Perkins legislation for occupational programs.

Conclusion. The report of *Accountability and Productivity in the Illinois Community College System~Fiscal Year 2001* provides evidence that Illinois' comprehensive community colleges play a vital role in the state's educational and workforce preparation. They provide access and opportunity to nearly one million diverse students annually, including those seeking assistance deciding on a new career or upgrading skills for their current occupation, persons interested in transferring to another college or university, and students who need to sharpen their basic skills. In addition, they are a valuable resource to businesses and industries and a partner in economic development in the districts they serve. The report also illustrates that the colleges are committed to continuous improvement of their programs and services and that they have in place strategic planning processes to address future needs. When the colleges were writing their Accountability/ Program Review Reports this spring and summer, no one foresaw the recent disasters that struck our country in September and contributed to a downturn in the economy of the nation and the state of Illinois. Nevertheless, the content of the reports affirm that the community colleges are positioned to play a major role in revitalizing the state's economy.

Appendix A

COMMUNITY COLLEGE PROGRAM REVIEW SUMMARY TABLES

Illinois Community College Board
Table A-1
LIST OF PROGRAMS REVIEWED BY COMMUNITY COLLEGES
DURING FISCAL YEAR 2001

College	# of Occupational Curricula Reviewed	# of Academic Disciplines Reviewed	# of Dev/Adult Education Programs Reviewed
Black Hawk	37	4	0
Chicago			
Daley	10	2	0
Kennedy-King	17	0	0
Malcolm X	6	4	0
Olive-Harvey	3	2	3
Truman	7	3	5
Washington	6	1	0
Wright	4	7	0
Danville	13	1	0
DuPage	36	6	0
Elgin	27	3	0
Harper	11	8	5
Heartland	11	5	0
Highland	10	1	0
IL Central	19	3	0
Illinois Eastern			
Frontier	1	2	4
Lincoln Trail	1	2	3
Olney	8	2	4
Wabash	9	2	4
IL Valley	6	11	0
Joliet	16	8	2
Kankakee	12	0	0
Kaskaskia	15	0	0
Kishwaukee	7	0	0
Lake County	31	7	1
Lake Land	9	5	0

Illinois Community College Board
Table A-1
LIST OF PROGRAMS REVIEWED BY COMMUNITY COLLEGES
DURING FISCAL YEAR 2001

College	# of Occupational Curricula Reviewed	# of Academic Disciplines Reviewed	# of Dev/Adult Education Programs Reviewed
Lewis & Clark	16	1	0
Lincoln Land	23	10	5
Logan	12	1	3
McHenry	12	0	0
Moraine Valley	10	8	1
Morton	5	3	0
Oakton	26	3	1
Parkland	25	3	0
Prairie State	22	1	0
Rend Lake	10	3	4
Richland	9	1	0
Rock Valley	38	7	1
Sandburg	10	1	5
Sauk Valley	4	5	0
Shawnee	10	1	2
South Suburban	15	3	0
Southeastern	22	4	5
Southwestern	19	6	3
Spoon River	5	3	1
Triton	24	3	3
Waubonsee	29	4	5
Wood	2	2	0
TOTALS	680	162	70

Illinois Community College Board
Table A-2
SUMMARY OF FISCAL YEAR 2001 REVIEWS OF
OCCUPATIONAL PROGRAMS BY COLLEGE

College	Number of Programs Reviewed	(1) Number Continued with Minor Improvements	(2) Number Significantly Modified	(3) Number Identified for Elimination	(4) Number Identified for Further Review
Black Hawk	37	25	0	8	4
Chicago					
Daley	10	3	0	0	7
Kennedy-King	17	12	1	0	4
Malcolm X	6	4	0	2	0
Olive-Harvey	3	3	0	0	0
Truman	7	7	0	0	0
Washington	6	6	0	0	0
Wright	4	2	1	0	1
Danville	13	11	0	0	2
DuPage	36	34	0	2	0
Elgin	27	24	1	1	1
Harper	11	5	1	0	5
Heartland	11	10	0	0	1
Highland	10	9	0	1	0
Illinois Central	19	12	1	1	5
Illinois Eastern					
Frontier	1	1	0	0	0
Lincoln Trail	1	1	0	0	0
Olney	8	7	0	1	0
Wabash Valley	9	7	0	0	2
Illinois Valley	6	4	0	0	2
Joliet	16	16	0	0	0
Kankakee	12	10	0	2	0
Kaskaskia	15	14	1	0	0
Kishwaukee	7	7	0	0	0
Lake County	31	25	0	6	0
Lake Land	9	9	0	0	0
Lewis & Clark	16	9	2	4	1

Illinois Community College Board
Table A-2
SUMMARY OF FISCAL YEAR 2001 REVIEWS OF
OCCUPATIONAL PROGRAMS BY COLLEGE

College	Number of Programs Reviewed	(1) Number Continued with Minor Improvements	(2) Number Significantly Modified	(3) Number Identified for Elimination	(4) Number Identified for Further Review
Lincoln Land	23	10	0	8	5
Logan	12	12	0	0	0
McHenry	12	12	0	0	0
Moraine Valley	10	9	0	0	1
Morton	5	5	0	0	0
Oakton	26	26	0	0	0
Parkland	25	21	1	1	2
Prairie State	22	11	0	0	11
Rend Lake	10	7	0	3	0
Richland	9	8	0	0	1
Rock Valley	38	24	0	12	2
Sandburg	10	7	0	2	1
Sauk Valley	4	4	0	0	0
Shawnee	10	8	0	1	1
South Suburban	15	15	0	0	0
Southeastern	22	18	0	2	2
Southwestern	19	14	0	1	4
Spoon River	5	5	0	0	0
Triton	24	21	0	0	3
Waubonsee	29	26	0	1	2
Wood	2	2	0	0	0
TOTALS	680	542	9	59	70

Illinois Community College Board
Table A-3
OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW
IN FISCAL YEAR 2001

District/College	Program Title	CIP
Black Hawk	Labor Studies Certificate	52.1002
Black Hawk	Small Business Management AAS and Certificate	52.0701
Black Hawk	Occupational Therapy Assistant AAS	51.0803
Black Hawk	Pharmacy Technician Certificate	51.0805
Black Hawk	Medical Assistant Certificate	51.0801
College of DuPage	Plastics Technician AAS and Certificate	15.0607
Elgin	Physical Therapy Assistant AAS	51.0806
Highland	Management and Supervision AAS	52.1001
Illinois Central	Ag. Mechanics AAS	01.0201
Illinois Central	Machinist Certificate	15.0603
Illinois Eastern - Olney	Welding & Metallurgical Technician AAS	15.0611
Kankakee	Marketing - Real Estate Option AAS	52.1501
Kankakee	Physical Therapy Assistant AAS	51.0806
Lake County	Under the Hood Technician AAS & Certificate	47.0604
Lake County	Transmission Technician AAS & Certificate	47.0604
Lake County	Under the Car Technician AAS & Certificate	47.0604
Lewis & Clark	Hotel/Motel Management AAS	52.0902
Lewis & Clark	Hotel/Motel Operations Certificate	52.0902
Lewis & Clark	Hotel/Motel Procedures Certificate	52.0902
Lewis & Clark	Hospitality Acct. Procedures Certificate	52.0902
Lincoln Land	Ag Power & Machinery Technician Advanced Certificate	01.0201
Lincoln Land	Public Business Management Advanced Certificate	44.0401
Lincoln Land	Power Equipment Technician AAS	47.0302
Lincoln Land	Small Engine Repair Technician Certificate	47.0606
Lincoln Land	Basic Auto Technician Certificate	47.0604
Lincoln Land	Advanced Auto Technician Certificate	47.0604
Lincoln Land	Basic Auto Mechanics Certificate	47.0604
Lincoln Land	Real Estate AAS	52.1501
Parkland	Ford MLR Program Certificate	470604
Rend Lake	Mining Technician AAS & Certificate	15.0901

Illinois Community College Board
Table A-3
OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW
IN FISCAL YEAR 2001

District/College	Program Title	CIP
Rend Lake	Collision Repair Technician AAS	47.0603
Rock Valley	Manufacturing Systems Certificate	15.0603
Rock Valley	Hospitality AAS & Certificate	52.0901
Rock Valley	Real Estate AAS & Certificate	52.1501
Rock Valley	Real Estate Fundamentals I & II Certificate	52.1501
Rock Valley	Real Estate Office I & II Certificate	52.1501
Rock Valley	Pharmacy Technician Certificate	51.0805
Rock Valley	Small Business Management AAS	52.0701
Rock Valley	Small Business Retailing Certificate	52.0701
Sandburg	Real Estate Certificate	52.1501
Shawnee	Deckhand Training Certificate	49.0309
Shawnee	Hotel/Motel Management Certificate	52.0902
Southeastern	Mining Technology AAS & Certificate	15.0901
Waubonsee	Hospitality Management Certificate	52.0901